



Disabled person Debbie Bailey, aged 18, of Bury St Edmunds describes her Youth Opportunity Programme experiences to Alan Thompson

Rationale for youth

Go to visit Alan Thompson in his potted terrace in the DES and he may turn up in a checked open-neck shirt and yellow anorak, fish a jar of instant coffee out of the filing cabinet, and tell you all that you ever wanted to know about the youth service.

Routine behaviour in many offices, it might be thought, and it certainly is in mine. It just seems a little surprising at Elizabeth House, where Thompson was a Deputy Secretary until he retired last year, and as such only to be interviewed with due formality, attended by officials and tea-ladies. Has he gone native since he took on the youth service review last January?

Well, anyone can see he is bringing great enthusiasm and energy to the review (the interim statement is out this week).

Apart from meetings every third Monday, he and his small group are tramping the country - this week it was Suffolk - and at home in Wimbledon he is collecting the avalanche of responses to his questionnaire from i.e.s and other interested parties.

It is already clear that some sort of consensus is emerging among the providers of the youth service, and that most of them believe they are in the business of education, but what may prove more revelatory is the specially commissioned opinion survey of young people themselves.

This was commissioned at a cost of nearly £30,000 from Q-Search of London, who were chosen for their interview and group techniques, followed up by evaluative questionnaires to selected groups. Thompson is so excited by the results he has seen so far that he modestly predicts

that the opinion survey appendix will be a best-seller, even if his own report isn't.

It all seems a far cry from running the nation's higher education system, his last job at the DES, but he points out that the preparation of the report will not be very different from what he did as a senior civil servant.

"Find a rationale, and then operate it. People believe that civil servants just operate the machinery, but I have never had ready-made machinery, I usually had to construct it."

Having joined the department post-war under Ellen Wilkinson, he picks out particularly his time as private secretary to David Eccles ("a good minister, on his way up, ebullient, confident; did a lot for technical education") and the White Paper which saw the start of CATs.

He went on to the UGC after Robbins, when the system was being expanded from 16 to 45 universities, then switched to science after the DES took that on, in the wake of the Rothschild report, and helped set up new admin structures for that.

He says that Eccles stood out because he read things and discussed them - "rather like Joseph" and Shirley Williams because she brought ideas in: "good or bad, it doesn't matter, so long as you give something to work on."

He worked with her for many, many months on the Oakes Committee, perhaps one of the biggest and most representative committees of all time.

All the same, when the youth group was set up he set his face against making it representative but huge and settled for six good men and true.

Break

Lay reader

Fears expressed by some commentators (including those in *The TES*, you might add) that education was being flogged off with a Secretary of State broken down by his brutal experiences on the industrial front may have to be revised a little.

Encountered this week in the DES, just before his first political outing as Education Secretary at Blackpool, Sir Keith Joseph was neat, pink-cheeked and thriving - almost as if he had come home.

Some friends and colleagues are pointing out that he has always wanted to be Education Secretary, and might even have asked for the job. Indeed, one or two top men at the DES were fully expecting him to arrive immediately after the 1979 General Election.

He parries the question himself, but volunteers with his particularly intense sincerity that he sees the job as next in importance only to the Exchequer and Defence.

He describes himself as a long-time lay reader in the subject of education and it is convincing proof of his genuine interest that he had read Rutter's *Fifteen Thousand Hours* well before his present appointment and the Elizabeth House-approved book list.

Although he still has an occasional tendency to dart about the room like a nervous deer, as if being actively pursued by questioners, Sir Keith clearly has a new lease of life.

This enjoyment of his job, coupled with the quick, voracious reading and the sharp questioning arising out of it, is proving equally stimulating for the DES mandarins. Though one or two of them complain that not much time is left for the rest of their work, they are clearly finding the intellectual demands of briefing Sir Keith - coupled with his precise use of words - deeply refreshing.

A side table in his office is now piled high with rows of the documents and books Sir Keith has already eaten, ranging from Language for Life, to the latest West Indian reports. The recent series of HMI papers have been especially useful and the primary and secondary surveys

were picked to head the bundle of 27 essential documents put with him on the plane to Japan, the day after he took office.

They came back heavily annotated with marks and questions, all ready for the first tutorial with Sheila Browne.

Missing Britain

One of the by-products of the recent Commonwealth conference was the chance of a get-together it gave those education ministers who were on their country's team in Australia. And high on the list for an exchange of views outside the formal conference rooms was the issue of student mobility within the Commonwealth.

Mr Matenje, Malawi's minister of education, told our man out there that the greatly increased cost of sending students to certain developed countries was 'having an adverse effect on vital training programmes'.

This view was supported by Mr Usman, education minister in Nigeria. Because of the urgent need for national development, he said, it would be a long time before even Nigeria could offer many places to other countries.

However, Singapore, for example, is offering an increase in overseas students. Ultimately, if this new trend begun by Commonwealth countries speeds up, the view was that much student interchange will simply miss out British universities and there will be a strong shift of influence towards some of the better resourced developing countries.

Put together with this week's news of Malaysia's threat of trade retaliation to increased fees for overseas students in this country, it becomes clear how the unlooked for consequences of our high fees policy are multiplying.

Going, gone

A new television drama series for teenagers started this week. Called *Going Out* and written by Phil Redmond, it features a group of school leavers and their struggles with unemployment, sexuality, parents, authority etc during six weeks of the school summer holidays.

Southern Television made the series and it says that the scripts have "the slick vulgarity and abrasive humour that typify the lifestyle of urban youth".

Unfortunately this slick vulgarity has been causing headaches in ITV companies. Our heroes are shown getting drunk, having fights, being wrongly suspected by police, having parties when their parents are away, etc., disquieting activities which may partly explain why most of the companies are shying away from the series.

Not that there is anything all that unusual about this timing. Programmes considered to be of minor interest, which include programmes for 16-24 year olds, are usually given late night slots. The BBC's *16 Up* on at 11.30 pm, as did *Tees* with its recent documentary on glue sniffing, and ATV with *Le Rock*.

But *Going Out's* director, Col Nutley, is naturally disappointed. He hoped the series would be watched not only by young people but also by their parents. He said, "It might have helped them to understand some of the things the kids do."

He admits there is language, he says it is in context. "The words used seem to be more ordinary than action at the moment," says Nutley. "You can see four or five killings in half an hour earlier in the evening, but the sort of words the kids use all the time have to be by off the screen until it's too late for them to watch."

So the chasm between the schedules and the good intentions expressed in the *Guidelines Report* on broadcasting and youth is as wide as ever. The only area where *Going Out* gets a popular slot, 10.30 pm on Fridays, is ATV, where Les Rudd is director of children's and young people's programmes. He is only recently moved from *Sooty* and so was responsible for commissioning at the time the series was planned. "I think it's a genuine shame," he says.

Barn-dance

Dr Rhodes Boyson was bathed in a incongruously red light during a fringe meeting of the Tory Party conference on Tuesday - so performance had been allocated to the night club section of a restaurant called The Lobster Pot.

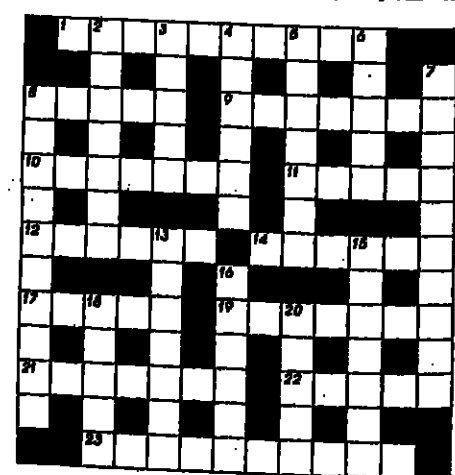
He seemed delighted by his visit to schools and undismayed by the amount of time he has spent in the same department. "I have been long in education now, it's like in progressive barn dance; you just meeting the same partners."

Artists

Next week

- "The most formally educated society in history" Michael Houser and Andrew Grenville describe how Japan's enormous emphasis on education has affected the whole life, work and style of the country.
- Craig Brown on the teenage appeal of Sheena Easton.
- Books: Irving Wardle on popular theatre.
- Extra: Craft, Design and Technology.

TES Crossword No 21 by Rufus



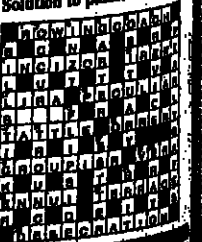
Across

- 1 Perfectly impractical? (10)
- 8 A hard question for one, a softer for another (5)
- 9 It may get upset over trifles (7)
- 10 Being wealthy put Noel in an awkward position (5)
- 11 A position to give a broad smile (5)
- 12 Drinking buddies (6)
- 14 Delay by putting the (5)
- 17 Deserted area is a bad way (5)
- 19 The current recession (3-4)
- 21 The French in Troon put out boiling (7)
- 22 Go easy - Mabel is upset (5)
- 23 It's not often the present combines with the past (3, 3, 4)

Down

- 2 I'd burst out when you (7)
- 3 Usually eager to go to terms (5)
- 4 Encourage a small cat for a job (4)
- 5 Not unwilling to try a tea-break (7)
- 6 Many go mad with (5)
- 7 The first orphan (4, 1)
- 8 Calling for a deduction (10)
- 13 A little bit depressed, something painful (10)
- 15 Can I provide a drink? (5)
- 16 Be inclined to receive support from others (10)
- 18 Get a letter in about 1/2 out of the question (2, 5)
- 20 It's most desirable to close a wild animal (5)

Solution to puzzle No 20



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University cuts mean bumper crop of poly applicants

by Biddy Passmore and Hilary Wilec

Many hundreds of well qualified sixth-formers have failed to get into polytechnics this year, adding to the misery caused by this year's sudden cut in university places.

And other ominous tidings for sixth-formers anxious to get into higher education are contained in confidential government proposals to slash the real value of student grants next year and to examine the long-term possibility of cutting mandatory awards from three to two years. In addition, the unions now say that proposed cuts in the advanced further education teaching force will lead inevitably to course closures.

This year's last-minute cut in university places - now officially said to be 4 per cent down on last year for home students - has meant a bumper crop of first-year students for the polytechnics. All report a surge in applications at the end of August.

After A level results were published and many sixth-formers found they had not met the precise grades set in university offers. But, for many would-be students, their applications were too late.

At Sheffield City Polytechnic admission officers reckon they have had to turn away about 300 well qualified applicants, many with B and C grades at A level. Dr George Kelly, the polytechnic's principal, said this week that many of the rejected applicants had better grades than those already accepted.

Applications to Sheffield were about 16 per cent up this year on last and first year intake was up to 250 students, 150 above target. But the most striking feature of admissions this year was the very high proportion - 60 per cent who had already confirmed their acceptance of an offer by July.

At Teesdale Polytechnic, where the first year intake is up by a staggering 38 per cent, course tutors in

mathematics, computer science and public administration have also had to turn good candidates away. "Towards the end", a polytechnic spokesman said, "we were having to restrict ourselves to very good candidates." Broadly speaking, he said, that means sixth-formers with B and C grades, although the polytechnic also paid great attention to motivation.

Government proposals for advanced further education would mean that 3,700 teaching jobs in polytechnic and local authority higher education colleges would have to go by the start of the next academic year. In addition, 3,000 non-teaching jobs in advanced further education would go, as would 3,000 teaching jobs in non-advanced further education by 1983.

Miss Janees Rees, education secretary of the college lecturers' union, NATFHE, said the cuts would have drastic effects including closures of courses.

Education looks like escaping relatively lightly from the present Cabinet debate on further cuts for next year. But student grants - accounting for £850m or one-tenth of the education budget - may have their real value slashed in line with a proposed cut in unemployment benefits.

The Treasury will try to limit grant increases next autumn to 4 per cent - the target figure for public sector pay increases. And tougher plans still are said to be in the pipeline. The most severe and controversial of these is a proposal to reduce the duration of entitlement to a mandatory grant from three years to two. Student loans are also being considered again.

However, there are no Government plans to introduce charges for nursery primary or secondary education.

Anger over 'biased' conference on defence

Children at a secondary school in Ealing missed a day's schooling this week while sixth-formers from the borough were invited to a day-long conference on defence - sparking off a protest from teachers and anti-nuclear campaigners.

Second-year pupils at Brentside High School in Hanwell were told to stay away for the day while the con-

ference - which local members of the Campaign for Nuclear Disarmament claimed was biased in favour of defence spending and pro-NATO - took place.

Local members of the National Union of Teachers have protested about the fact that the second-year pupils were given a day off school



The designing, making and testing of simple models at Coton Primary School, Cambridgeshire, is featured in a new Department of Education and Science film to encourage the development of technological education for 9 to 13-year-olds. An "Extra" on craft, design and technology is on pages 25-28.

Radio verdict

A decision on whether to broadcast some schools radio programmes at night is likely to be taken in the next few weeks.

Following an experiment this year involving about 100 schools, a report is being presented to the Schools Broadcasting Council on whether to broadcast 40 minutes of secondary schools radio programmes at night for taping by schools. The report was written by Dr D. Mathews of the BBC.

Last year Mr Aubrey Singer, Head of BBC Radio, suggested that most primary school programmes and some school television programmes should be relegated to the night.

The latest research done by the Schools Broadcasting Council indicates that 98 per cent of primary schools have audio recorders and 99 per cent of secondary schools.

Adult courses

Cambridgeshire is actively considering axing its entire adult education service by making all full- and part-time staff redundant, and offering premises for hire by private study groups.

The proposal is one of seven radical cost-cutting suggestions which have been put before the education estimates and budgets sub-committee. Among the other proposals are closing the school catering service, except for providing free meals, and ending all in-service training for teachers. The county will need to make, at minimum, net cuts of £1.8m in 1982-83 to meet government spending targets.

Cambridgeshire is also making moves to close one of its pioneering village colleges. Consultations are underway on the closure of Littleport Village College, near Ely.

Meanwhile, a Cambridgeshire head has written to Sir Keith Joseph, the Education Secretary, protesting that teachers and pupils cannot withstand any more spending cuts.

Mr Bernard Barker, head of Stan-ground school, Peterborough, is protesting particularly about emergency cuts being imposed by his authority over the next six months, but says that over the five years "Schools have become lonely places, mere shadows of the aspirations for which they were built."

Caning video tests bullseye skill

About 25 boys have been videotaped in a caning experiment in a New Zealand state secondary school to see why experienced teachers often "missed the target" and left boys with embarrassing marks on their lower buttocks.

The experiment was conducted by the principal of Rongotai college, Wellington, Mr Noel Mackay, for his own research purposes in private and with the boys' consent.

Mr Mackay, aged 65, principal at the all boys college for 18 years, has offered his resignation, but stressed that it was not connected with the experiment.

Mr Mackay said in explanation that his concern for the boys being

hit off target, below the level of a bathing suit, prompted his experiment. He pointed to his experience as an aeronautics engineer and said he was accustomed to experiments of wind tunnel movement.

By playing the video back in slow motion he could follow the movement of the cane. "As you realize, I don't normally miss, so I had to do 20 or 30 different boys to see what the difference was between the cane."

Following public criticism of Mr Mackay, senior boys at the school have now taken matters into their own hands with disastrous results. Violence broke out at the school this week after the distribution of 1,000

lapel stickers supporting the principal. One boy who was not wearing a sticker distributed by the senior boys and paid for by a pro-Mackay parents group was attacked by a fellow pupil. His brother has also been threatened. Both are the sons of a member of the school board, which has condemned the experiment.

Mr Mackay responded by issuing an urgent directive that the stickers were divisive and must be removed. The stickers came in the wake of a hurriedly organized petition of support for the principal by senior pupils signed by 684 boys - about 80 per cent of the roll. The Rongotai board has still to decide whether to accept Mr Mackay's resignation.

This week

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Student grants and candle-ends

Will there be more cuts for education as a result of the latest attempt of the Chancellor to get public spending under control? On the best information available at this stage, it looks unlikely that there will. It does not appear that the introduction of charges for any educational services, now provided free by law, was ever seriously considered. Admittedly, there are those who still think the Polden minority who called for means-tested fees for nursery schooling had the best of the argument. But no feasible charges add up to more than peanuts and there is no prospect of rushing through the necessary legislation.

Whatever Sir Keith's ideological predilections - he probably shares Dr Boyson's hankering after loans for students instead of grants - none of these nostrums offers a quick means of saving big sums of money. Student grants, however, may well be squeezed once again. Last year, it will be recalled, the Government decided that students, out of their means-tested allowance, should make a financial "contribution" to the Chancellor's begging bowl by having 3 per cent lopped off their grants.

Next year they are again likely to be denied the full benefits of indexation. Their grants are unlikely to rise by more than the 4 per cent allowed for public service incomes. This, too, only saves a relatively small sum and marks yet another retreat from the idea that the grant is meant to be an adequate sum to prevent hardship; but students have no effective lobby and probably nothing would help

the Government get their case across so well as a few student riots.

To say that no extra cuts in education are planned is not necessarily the whole of the story, however. As usual it all comes back to how you define a cut. The present search for savings springs from the evidence that, if present plans are maintained, spending next year will come out some £5,000 to £7000m ahead of the 1982-83 target set out by Sir Geoffrey Howe at the time of his last budget. This includes the massive local authority "overspend" with which Mr Heseltine continues to grapple. It is quite possible, within the Government's frame of reference, to demand cuts of £5,000m or more and still maintain that this is no new cut, merely the belated execution of old cuts.

It is believed that up to half the total by which planned public expenditure is expected to exceed the target, is the result of existing programmes costing more than had been allowed for them. (The other half is for new projects which have crept in.) This means that in education, to take one example, there is a wide discrepancy (as usual) between the figure the local authorities regard as a realistic baseline for the Rate Support Grant, and the much lower figure which the Government would pretend authorities have spent.

It looks as if the Government will have to concede that some of the alleged overspending will have to be accepted more as evidence of

the unrealistic nature of the policies which the Chancellor was trying to impose than of perversity on the part of L.E.A.s. And while this will be seen as something of a victory for the middle range of "overspending" authorities, it will enable Mr Heseltine to renew his attack on a narrower front against the smaller number of mainly Labour-controlled cities which have decided to defy him on principle.

But it would still be possible to combine this with a pretty mean RSG settlement, and with such unpleasantness as holding down rises in welfare payments as have been extensively canvassed in recent days. There could still be some nasty surprises. It is just in these weeks immediately before an important Government financial statement that the news managers are at their most active, softening people up for the crunch when it comes.

The joker in the educational pack is, of course, Sir Keith Joseph, himself. As one of the Prime Minister's most ardent supporters, one of the driest of the dry supporters of monetary discipline, he must be under great personal pressure to volunteer savings on behalf of his new department. But where? The fact is that the Government has its hands so full trying to make sure the last round of cuts - in universities, public sector higher education, further education and primary and secondary schools - is actually carried out as to cast doubt on the credibility of any more budget reductions.

After many a summer

The Government is now ready to name a day for the marriage of the O level and CSE exams. The final consummation is expected to take place in 1987 - a summer wedding course. That will be 17 years after the CSE first decided to arrange the match and 10 years after it originally hoped to bring it off.

This agonisingly long engagement contrasts sharply with the speed with which that lord child of the sixties - the CSE exam - was produced. That virtually unopposed advance took just five years.

So protracted has the negotiation of the 16-plus settlement been that the world in the meantime has changed virtually beyond recognition. It is not just that water has flowed under the bridge; rivers have run dry.

It is now highly questionable whether crude, terminal pass/fail qualification designed only for the ablest 60 per cent is what is needed. In the scared new world of the '80s, further education or unemployment, or more or less acceptable disguises, are rapidly becoming the norm. If leaving school for the vast majority of 16-year-olds is now to be a staging post along a continuum from schooling, to training and work, then the assessment at that transfer point would need to show more sensitive recognition of interest, capabilities and aptitudes; a tool to help young people, and those whose job it will be to advise them, to come to sensible conclusions about the future.

It is ironic that even after the long delay, so much uncertainty still surrounds the new 16-plus that it is not possible to be sure whether the new exam will form any useful part of an assessment, whether it will simply prove an irrelevance in the changing circumstances schools are facing or whether it will come to be regarded as a pernicious hindrance to their developments. The competition for work, and the more sought-after alternatives, could put an inflationary value on paper qualifications of this sort while the real skills demanded for the job are lost sight of.

More has changed since the Schools Council first tentative plans for this merger than in social and economic climate. Somehow, in the decade of wrangling about how the new exam should be administered and in the rhetoric about maintaining standards and public confidence, the original aim of establishing examinations that follow rather than lead the curriculum has been lost.

It is not obvious now that this aim will be re-established in the debate on the new subject criteria. Though the questionnaires being sent to every secondary school along with the new draft criteria spell consultation on a hitherto unheard of scale, the fact is that the criteria are subject criteria, establishing the notion that subjects are what are taught in schools, not children.

It may be too soon to write off movements like "education for capability" but already, by hedging in the debate with the traditional subject boundaries, the hopes of those who want to recognize new kinds of skill and forms of learning in positions of equal status to academic learning have fallen.

What is not clear is who will have the final word or keep a watchful eye on the new exams to see they are doing everything that was expected of them or changing them to meet new circumstances. The Government, having dropped the Waddell Committee's proposals for a body to coordinate the new exam, now has to come up with an alternative to ensure that such 16-plus examining needed in the rest of this century is flexible and responsive enough to changing circumstances and truly serves the needs of users rather than of examiners. It must also make sure that real-time such badly needed reforms do not take 17 years to bring about.

Bob Doe

No Comment

Thieves who broke into Velindre county junior school at Fleet stole more than £1,000 worth of equipment. Video tapes, a film projector, cassette recorders and a colour television set were taken.

Crime is crime, whether the loser is an old-age pensioner or a junior school. Having said that, it is pertinent to ask why a junior school needs all that expensive equipment in the first place. Whatever happened to chalk and blackboards? - From a leading article in *The Camberley News*, September 18, 1981.

Tension: the universal challenge of the classroom

Exhausted, tense and irritable is roughly how one teacher in four feels today.

Teachers are suffering from stress, a significant and growing "occupational hazard" which could seriously damage their health.

While stress causes suffering of physical illnesses and attendant depression, it also appears to be a major reason for "drop-outs" from the profession. "There's no shortage of good teachers - it's just that a lot of them refuse to teach," one former teacher, now a business executive, said this week.

According to the International Labour Office, the causes, symptoms and effects of stress are not confined to British schools. In Geneva next week the organizations will run a private international conference to discuss where the blame lies, the alarming impact of stress on schools and individuals and what can be done.

A recent ILO report, backed up by research from all over Europe and the United States, describes stress as an "occupational disease" among teachers. In the United States there is now a condition known as "burn-out" suffered by teachers who are so physically and mentally exhausted they are like "battle fatigue cases among soldiers".

Teacher absenteeism and drop-out rates are running higher than ever; up to one-quarter of teachers complain of stress and its damage to their health.

The causes listed in the report are many and varied, but there is an ominous trend towards violence against teachers in some countries. Overcrowded schools, low salaries, job insecurity, low public esteem, education cuts and increased expectations and demands from parents and politicians are also sources of pressure.

In France, a programme of hospital care and therapy has been set up for teachers suffering from mental strain. Smaller classes, more teaching assistants and "firm but fair disciplinary procedures" are also suggested by the ILO as possible solutions.

In Britain, teachers' organizations

Stress has been called the occupational disease that is forcing teachers to leave the profession. Sarah Bayliss and Richard Garner report

are ready to speak up about the problem but individuals are often loath to say they have experienced it first hand.

Mr Nigel de Gruchy, assistant secretary of the National Association of Schoolmasters/Union of Women Teachers, said the high numbers applying for early retirement indicated the stress teachers were under.

Split-site schools, large secondary schools and the load of administrative work and meetings added up to a more demanding job for teachers. There were also the "anti-authoritarian" attitudes of pupils to contend with.

Mr Peter Smith, assistant secretary of the Assistant Masters and Mistresses Association, said a major cause of acute stress among teachers was their powerlessness over the timetable of the job.

"If you're timetable to teach 3C at 2pm on Thursday, you can't put it off until Friday because you're not feeling particularly vivacious. There is no choice in the matter - you must face 3C."

In other professions it was quite possible to put things off. "In most jobs, although there are times when you're working under maximum pressure, there are other times when you can pace yourself - sometimes quite unconsciously. You can put things to one side."

"I deal regularly with letters from people who want early retirement and can't get it," Mr Smith said.

The problem often affected teachers of shortage subjects such as the sciences. "A physicist who's had a hell of a time and would like to find the exit door isn't terribly pleased to be told he must carry on teaching."

When I first started, everybody would stop and listen to a teacher

"Things are colossally different now from when I first taught in schools," said Don Harris, one of the 6,360 teachers who have opted for premature retirement rather than stay at the chalkface.

"When I first started not only could a junior teacher go into the playground and blow a whistle and everybody would stop and listen to him but a prefect could do so as well," he added. "It needed only a small thing like asking children to pick up litter."

Mr Harris, who retired aged 55 and lives in South London, has no regrets about leaving the profession after 24 years' service in secondary schools in South London.

Although the growing pressures on teachers in schools played its part in his decision to quit the profession, he is quick to point out it was not the only factor.

I had never been so tired in my life: I was exhausted

Sarah Veale, aged 28, preferred to become a full-time executive member of the National Union of Students this year rather than face a probationary year in the classroom.

Although she intends to go back to teaching one day she describes the teaching practice, which she passed during her post graduate certificate course as "extremely stressful". Her 12 week stint at a boys comprehensive in Deptford, South London was curtailed by an attack of appendicitis.

"I had never been so tired in my life. I was completely exhausted and

I believe that's why I got appendicitis in the end."

She describes how boys made remarks about her appearance, asked questions about her sex life and made it impossible to teach anything resembling a traditional lesson.

She was teaching English and history, mostly to CSE and non-exam groups. "A lot of them, felt they were just killing time - their job prospects weren't good and they couldn't see the relevance of what we were doing. As a student I could hardly start changing their curriculum."

Mr Illyd Harrington, deputy Labour leader of the Greater London Council and a teacher for the past 26 years who still does some teaching at an East End school, said many teachers today were put in the position of acting as surrogate parents.

"The average teacher today can't relieve his tension by clouting a kid - he doesn't want to anyway. But he carries an enormous social conviction and is faced with being a surrogate parent."

"For young teachers especially - who might try to share some of the children's problems - the strain is enormous."

Mr Jack Chambers, president of the National Union of Teachers, said there was an overwhelming feeling among some teachers that they had failed professionally, compared with their colleagues. This had as much to do with the way schools were run and the lack of promotion prospects as with difficult children.

He recalled a colleague who was constantly in tears in the staff room. And he said, "I vividly remember another female teacher who finally ran out of her classroom, sobbing and hysterical."

"The boys were hanging out of the window jeering at her. She was absolutely demoralized and finished as an individual."

"It wasn't so much what the kids had done to her but what she had failed to do. She said she had tried to talk to them about nuclear disarmament but they just refused to listen to her."

Head teachers, too, are facing the strain. In fact, Mr Clifford Hayes, Assistant Secretary of the National Association of Head Teachers, who deals with pension and premature retirement applications, believes the stress of the job may be putting off some potential heads from seeking promotion.

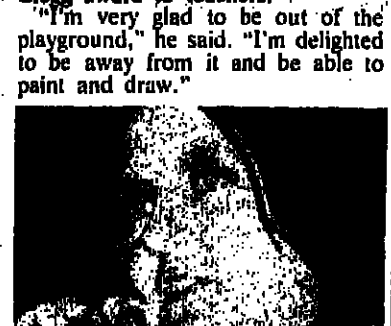
"For instance, a lot of authorities have abolished corporal punishment without giving enough thought to what takes its place and - as a result - the head has not got this ultimate sanction."



Don Harris

Mr Harris took premature retirement - even though it meant a substantial drop in his income from his teaching post. He is still waiting for a lump sum back-payment to bring his pension up to the right amount in spite of the fact that he retired over a year ago, since officials at the DES have still not caught up with the backlog of calculating pension entitlements in the wake of last year's Clegg award to teachers.

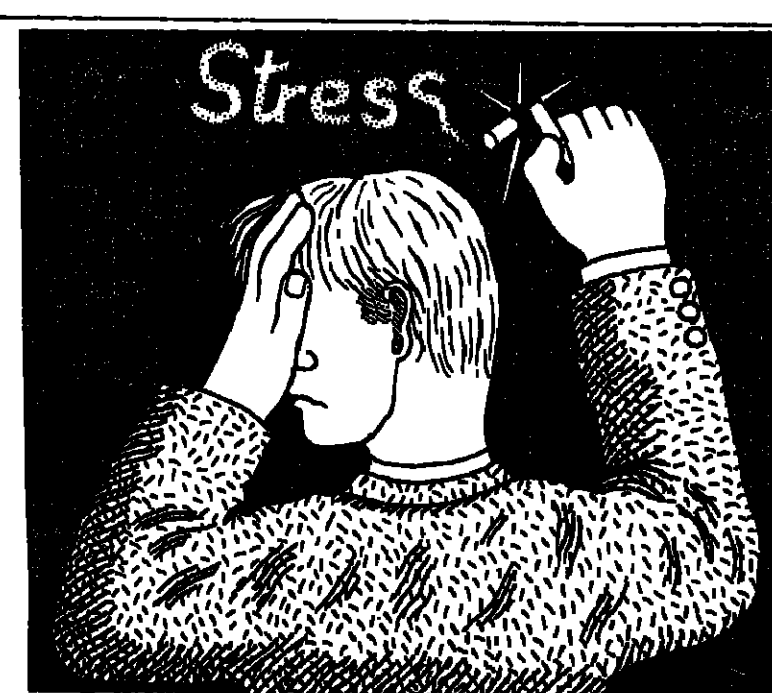
"I'm very glad to be out of the playground," he said. "I'm delighted to be away from it and be able to paint and draw."



Sarah Veale

The help she received from other teachers was mostly in the form of senior male teachers coming in to discipline the boys.

"They would shout to create a semblance of order. They were well meaning but in the circumstances I just appeared very feeble."



Attackers must be prosecuted

A teachers' union is calling on all local education authorities to give a declaration of intent that they will prosecute anyone who attacks a teacher in the course of duty - or provide legal backing for teachers to proceed themselves.

The move is being made by the 125,000 strong National Association of Schoolmasters/Union of Women Teachers because of a growth in the number of teachers being assaulted, particularly by parents.

In a circular to negotiating secretaries, the union urges them to get their local authority to support teachers who have been attacked by taking the assailant to court and prosecute any intruder on school premises - especially if he or she is abusive.

Mr Nigel de Gruchy, the union's assistant secretary, said: "Only a handful of local authorities issue summonses. We are dealing with one or two cases a day at our head office where teachers have been assaulted."

"The causes of assault are mixed, but the most serious area of increase is that of assault by parents the day after their children have been disciplined. They often go straight to the classroom and there have been cases of members being assaulted while their class is assembling for the morning."

"Injuries vary, but broken noses and black eyes are common. 'One of the unfortunate things is that the police plead that they are more concerned with more serious crimes of violence. But it has serious implications for discipline if a pupil guilty of assault is not dealt with severely.'"

The NAS/UTW's advice to negotiating secretaries urges them to seek leave of absence on full pay for any member required to give evidence in a court case following an assault.

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ACCREDITED CAOC MEMBER ABCC 803

Biddy Passmore looks at the revival of the debate on education vouchers

You pay your money, you take your choice

Educational vouchers, *bête noire* of the teachers and tillman of the free market, seem to be emerging from the political wilderness again. Last week, at the Conservative Party Conference in Blackpool, Sir Keith Joseph reached the headlines rather reluctantly by saying that he was personally "intellectually attracted" by them. And earlier in the day Dr Rhodes Boyson, his junior minister for schools, had again voiced his support for the idea.

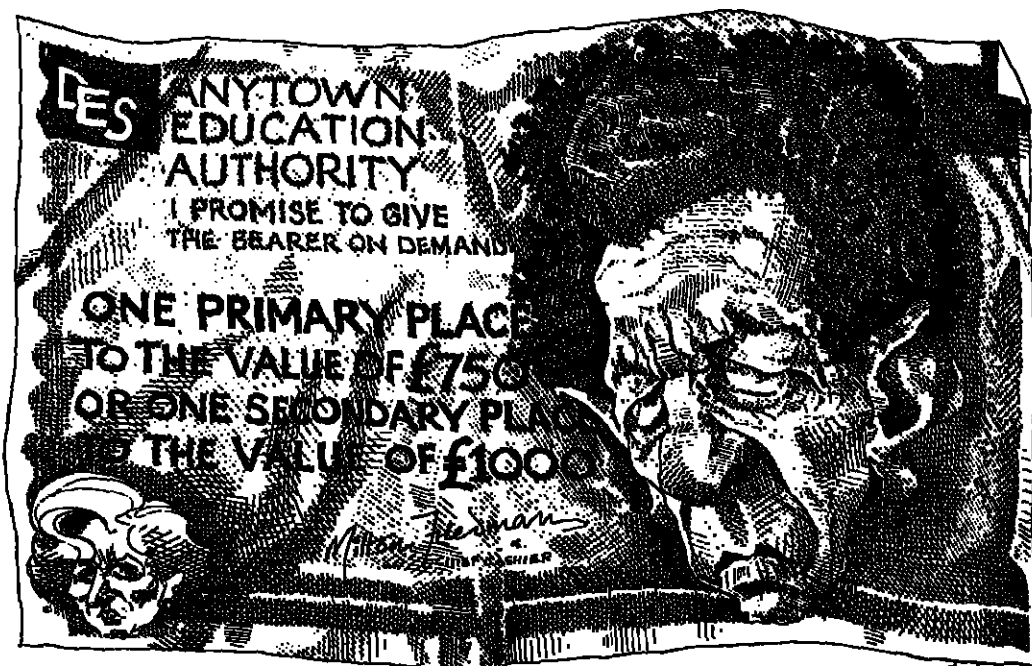
Mr Edward Heath, however, in one of the most rebellious speeches of a rebellious week, immediately picked up the ball and flung it to the boundary. "If (Sir Keith) decides to put education on a market economy by issuing vouchers and using public money to pay for private education, he'll split the Conservative Party from top to bottom and alienate the whole of the teaching profession", he told a fringe meeting confidently. Moreover, there wasn't "a hope in hell" of getting the proposal through the House of Commons.

What are vouchers, and why do they arouse such strong feelings? At their simplest, they consist in giving parents a piece of paper worth the yearly cost of educating their child in the state system. The parents may then exchange the voucher for a place at the school of their choice, including independent schools.

There are many variations on this theme. Vouchers can be weighted to help the disadvantaged or "topped up" by parents wishing to choose an expensive private school. They can even take the form of a negative income tax or tax credit, so that a cash benefit is extended to cover families who don't pay tax. But their basic purpose, at least to British Conservative politicians, is to increase parental choice and involvement in education.

If that were all they did, there would be few objections. But of course the introduction of the free market into education would have consequences going far beyond that simple aim. It would radically decentralize the administration of education, laying schools open to massive fluctuations in funding and enrolment and teachers to non-professional interference and job insecurity. It extended to the private sector, it could also break down the barriers between state and independent education.

So far, only one big-scale experiment with vouchers has been carried out - in 1971, in the Alum Rock district of San José, California. That appeared at first to be a success but the schools system was in fact kept under the tight control of the local education hierarchy, with teachers' job security guaranteed, and only state schools were involved.



The experiment degenerated into little more than an open enrolment system, with subsidized "mini-schools" offering parents the only true alternative to conventional state schools. A subsequent plan to introduce a genuine free market voucher experiment in New Hampshire was dropped.

In spite of these discouraging precedents, Kent County Council decided in 1975 to carry out a feasibility study into the introduction of a voucher scheme in the Ashford division of Kent. The report published in June 1978, found major obstacles to a scheme, including overwhelming opposition by local teachers - and huge costs.

It said that a scheme confined to local authority schools would cost between £100,000 and £600,000, mainly because of the need to provide free school transport and mobile classrooms to cope with fluctuating

demand. If independent schools were to be included, the cost could rise to around £1 million because at least part of the fees now paid by parents would be paid by the state. It pointed out that independent schools could not be included without a change in the law.

The cost estimates alone were enough for the Conservative Opposition of the day, in the person of Mr Norman St John-Stevens, to let the idea of a national scheme disappear gently over the horizon.

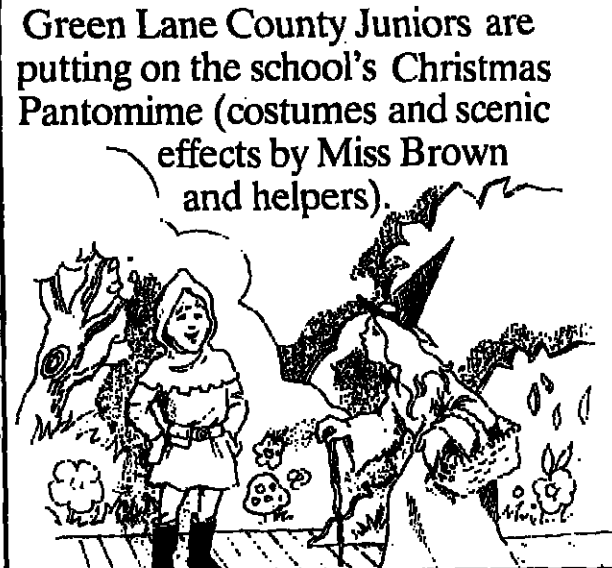
Kent County Council, however, voted in September of that year to press ahead with a pilot scheme. This was to start in September last year with open enrolment in a limited number of primary schools in a specified area (Deal and Whitstable were mentioned as possible guinea-pigs). This was to be followed in September this year by voucher admissions to primary schools in a

What are you doing for Christmas?

Hornby Upper Juniors are presenting the Nativity Scene.



Green Lane County Juniors are putting on the school's Christmas Pantomime (costumes and scenic effects by Miss Brown and helpers).



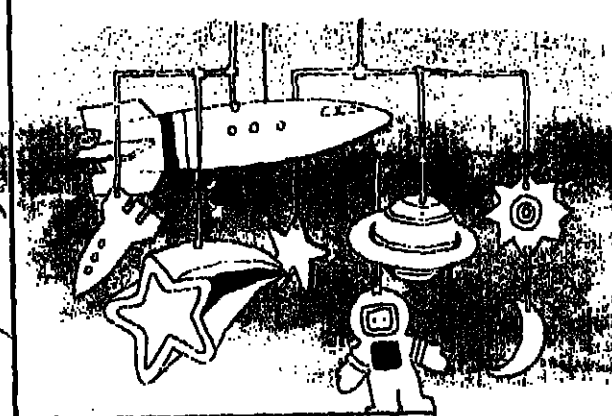
Brightside Infants are doing coloured streamers and tree decorations.



Appleby Lane Juniors are showing off a special Christmas Corner in the classroom.



Bramhall Infants are concentrating on Christmas space-age mobiles.



Elm Wood County Primary children are making Christmas cards for their families.



Redundant day-release students continue courses for free

by Hilary Wilce

Free further education courses are being offered to jobless people in Cwmwd, north Wales.

The move follows the admission by Mr W. G. Sparrow, head of Llandrillo Technical College, Colwyn Bay, that he had been "breaking all the rules" by allowing three boys to study free of charge during their final year of a day release course.

The boys had been made redun-

dant by their firms, which had been paying for their training.

Councillors supported Mr Sparrow's decision, and an education sub-committee agreed in principle that fees for training courses should be waived for unemployed people who could not afford them.

Four colleges are directly affected, by the decision, and the more autonomous North East Wales Institute of



Lord Scarman

Welsh activist sacking upheld

An education authority has upheld a decision to sack a Welsh language activist who is serving a prison sentence for conspiracy to damage television relay stations.

Powys Education Authority last week confirmed a resolution by its staffing panel to end the contract of Mr Wayne Williams, a teacher of Welsh at Llanidloes High School.

Riot brief on schools

Lord Scarman's report into last summer's riots is expected to contain sections on education and youth unemployment, although his terms of reference limit him to problems of policing.

His report is expected to be submitted to the Home Secretary by the end of the month and it is likely to be published in November.

It is thought that he will look at the role schools play in formulating pupils' attitudes to the police and race relations in general.

Record set

Children from a county primary school in Norfolk have gone into the recording business - and are releasing a long-playing record next month.

The youngsters from Clenchwarton county primary school in Clenchwarton, King's Lynn, have already gone on record with a mixture of music, songs and poetry, entitled *Something great - an evening at Clenchwarton School*.

Books spree by heads

Head teachers in Nottinghamshire are buying new books this term with their share of a £3m cash injection by the education committee.

The county council, which went Labour in the local elections last May, has approved an additional £765,000 for capital in the current financial year and a similar sum for next year. An 18.5p supplementary rate this autumn will help meet the cost.

The books and equipment allowance for each primary child will become £14.65; for first to fifth forms in secondary schools it will be £24.35 and for six formers it will be £39.50.

Mr Fred Riddell, chairman of the education committee said this week the increases would make good the cuts made in previous years. "I hope it will do much to help schools replace books and worn out equipment, to replenish stationary and materials, and generally to meet the educational needs of children and young people."

Up for sale

The Council of the University of East Anglia in Norwich have agreed to a plan to sell the teachers training college at Keswick comprising a Regency house in 65 acres of parkland.

Mother appeals against fine for keeping girl at home

A mother, who was fined for failing to send her daughter to school after she complained of "school phobia", has appealed to Sir Keith Joseph, the Education Secretary.

She claims her 15-year-old daughter suffers badly from school phobia. The girl experiences violent stomach pains when she goes to school, and has to go to the lavatory every few minutes, she says.

Magistrates at Hemel Hempstead, Hertfordshire, imposed the £20 fine on the mother after hearing that the girl had attended school only six times in the past six months. The girl was ordered to appear before the juvenile court.

Help fight crime, teachers and social workers urged

The police do not hold the monopoly in preventing crime and delinquency, a police superintendent claims in a book published this week.

Colin Moore, of the Devon and Cornwall Constabulary, one of the pioneers of community policing methods, calls for better cooperation between teachers, youth and social workers and community leaders in controlling crime.

"A starting point for policemen and other workers is that no one agency holds the answer to preventing crime, but that each is capable of some policing." By working together, not only do the separate agencies -

police, social work, education, become more effective, they learn to appreciate each others jobs, he adds.

The book, *Community versus Crime*, describes the work of the Crime Prevention Support Unit in Exeter set up by John Alderson, the chief constable. Mr Moore hopes it will act as a "do-it-yourself" manual for organizations and communities in other areas who want to develop community strategies for crime control.

Community versus Crime, by Colin Moore and John Brown, Bedford Square Press, £4.95 or £8.95 in hard-back.

'Job blitz' on building firms

Building firms in East Sussex are being sent profiles of school leavers who are seeking work. The profiles are intended to urge about 1,000 firms to find an extra vacancy each for a jobless youngster.

They describe the qualifications, experience and interests of individual teenagers who are looking for work in the building trades. Careers officers in several East Sussex towns are sending out the profiles over the next few weeks as part of a "Job-Blitz" launched by the county.

"Of course careers officers have done this in a less formal way in the past," said Mr John Allen, county careers officer. "But we believe that when employers see in black and white what these youngsters have to offer they may feel it's worthwhile creating a vacancy."

The county's "Job-Blitz" began at the end of August and has covered retailing, horticulture and agriculture so far.

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Bob Doe looks at two major themes from the CSE conference in Eastbourne

Target set for 16-plus exam

Official confirmation of 1987 as the Government's target date for the new 16-plus examination was given at the CSE board's annual meeting this week.

But the proposed seven-point grading scale is already under attack and the conference was warned that pupil profiles could prove expensive, time-consuming and socially divisive. Mr Nicholas Summers, the senior official responsible for exams at the Department of Education and Science, told the CSE boards' standing conference in Eastbourne that the Government was fully committed to the new 16-plus which would result in some profound changes in secondary education.

He hoped the first candidates would sit the new exams at the end of the 1986/7 academic year, though he later added, "It is too early to say whether that date can be delivered. I wouldn't put money on it but I hope it will happen."

Mr Summers made it clear that mode 3, school-based schemes would be allowed under the new system. Like all other exams at this level

after 1986, however, they would have to comply with the ground rules or national criteria now being drawn up by exam boards for Government approval. These criteria will apply both to syllabuses, and assessment methods.

Each of the five groups of examination boards in England and Wales which will run the new system will be expected to offer both board-based and school-based exams.

Certificates in future would be awarded by the group of boards rather than individual CSE and GCE boards within the groups, Mr Summers said.

He put a slightly different connotation on the Government pledge that all schools would be allowed to choose which board's exams they used. "Groups of boards will be free to choose to accept entry from any schools," he said.

Common papers for all candidates would be appropriate in some subjects. But in others, and Mr Summers singled out physics and maths, different papers would be necessary

for the more and less able. The Cockcroft committee investigating the teaching of mathematics was expected to say something along these lines.

Dr Peter Andrews, chairman of the CSE boards standing conference, said the Government underestimated the "colossal" magnitude of the task facing the boards. They had to develop new arrangements for working together, and national criteria while continuing to run the present exam system.

He accepted the Government's commitment to maintaining standards but said, "The psychology of a grading scheme which places the average pupil at grade six on a seven point scale is disastrous. We are in grave danger of producing a system of relative failure."

The conference heard various suggestions for overcoming this including an increase in the target group for the new exam below the ablest 60 per cent and a reduction in the numbers of top grades equivalent to the O level grades A, B and C.

Abolish O levels after new exam is introduced

Christopher Price urges

O-levels should be abolished in British schools after the new 16-plus exam is introduced, Mr Christopher Price, chairman of the House of Commons select committee looking into secondary education, told the CSE boards.

The Labour MP also warned that ministerial approval for the new national criteria would give the Education Secretary the last word on the secondary curriculum.

"If some GCE boards continue to offer O levels to overseas students, it must be absolutely clear they are not allowed to offer that exam to any pupil in the United Kingdom."

Education ministers may not have the power to do this, he accepted, though they should refuse to sign such GCE certificates. "No little bits of loose ends must be left lying about in independent schools," said Mr Price.

"Now the GCE boards have agreed to cooperate, it must be total

with no more threats of UMI." Mr Price said the new criteria for exam syllabi and examining procedures would be one for the Secretary of State to decide, but he should be clearly spelled out. His committee had not been able to get answers from DES officials on point.

The Schools Council might be a proper body to give the final say, though there was an argument that the Council was involved in developing the curriculum and should not be involved in approving results.

The advisory council provided in the 1944 Education Act was another possibility. Mr Price also suggested that if the new criteria he should have to bring before Parliament to have altered.

Explain meaning behind 'RE myth and metaphor'

Religious education should not be a quick Cook's tour of world religions, a conference of head teachers held in London said last week.

Mr David Naylor, RE adviser in Hampshire said this was a mindless exercise, and he was alarmed by the proposals along these lines for the new 16-plus exam. Neither should RE become a "curriculum of despair" which only discussed sex, drugs and war, although ethical, social and religious aspects were very important, Mr Naylor told the first

conference for secondary heads organized by the Christian Education Movement.

Art and English were the best bedfellows for RE which should always be "parasitical" on other areas of the curriculum. Unfortunately, history or geography was usually in the driving seat which meant that RE was treated as a history of religious conflict, or, in the case of geography, fishing in Palestine, he claimed.

The education system had failed many school leavers as they were

religiously illiterate, he said. It argued that pupils must not learn something of the basic elements - the Bible and the Koran, for example, major festivals and worship; but they must be equipped with skills of interpretation and communication.

If RE is to be taught properly, it needs three times as many teachers as it has at present, said Mr Howard Marratt, assistant principal and academic registrar of the London Institute of Higher Education.

In many schools there was a gross disparity in the number of lessons allowed for A level RE compared with other A level subjects, only half in some cases. This meant that pupils were inadequately prepared, he said, for the time and effort of the examiners.

Mr Marratt thought there was danger in an exam-riddled subject of giving pupils the idea that a subject not verifiable or assessable was not worthwhile. Yet the subject was the time to look at the meaning and philosophy of life.

Paid leave for literacy lessons call

Trade unionists should press for paid leave of absence for people trying to overcome literacy problems, and training courses for shop stewards should include guidance on the identification and help of people with such problems.

The shrinking labour market was making it so much harder for people lacking basic skills to find work that there could be a case for positive discrimination in favour of disadvantaged job applicants, Mr David Jenkins, research and administrative officer, Trades Union Congress, Wales, told a conference of adult educators in Cardiff last Saturday.

"Current government involvement in this field is entirely inadequate to meet needs both in the Principality (of Wales) and nationally," he added.

Mr Michael Roberts, Parliamentary Under-Secretary of State for Wales, said the Government was firmly committed to work in this area. "It is incumbent upon us to ensure that our people can at a very minimum read and write and have the basic skills required to find and keep a job," he said. However he stressed the importance of volunteers in adult literacy work.

The conference, the first regional conference of the Adult Literacy and Basic Skills Unit, focused on basic skills and employment.

New president for AMA



Barbara Hall (pictured above), 44-year-old deputy head teacher of the Staffordshire coeducational school, has been elected president of the Association of Masters and Mistresses' Association next week.

She is engaged to be married to a deputy general secretary of one of the French teachers' unions, Jean Pilon, whose union, SNES, represents teachers at the secondary and university level in France.

Barbara Hall has taken a sabbatical year off from her job as deputy head of Thistley Hough school in Stoke-on-Trent. She is a member of the Whitlands College in London and is also a teacher of religious education and social studies.

In brief

Punishment

Banning corporal punishment in schools would change the way society treats children, according to a pamphlet prepared by the Children's Committee. The committee, whose closure has been announced by the Government, had been preparing a paper on corporal punishment which calls for a progressive programme leading to its elimination.

Handicap staff

The Inner London Education Authority is to recruit 29 "special needs support teachers" who will help teachers in special and ordinary schools to cope with handicapped children, in line with the Warnock report's recommendations for strengthening the advisory service.

Women only

Bristol Polytechnic has been allowed to run women-only management training courses by Mr Michael Allison, Minister of State for Employment, without permission of the polytechnic would have been in breach of the 1975 Sex Discrimination Act. The courses are designed to help women already employed to get into management.

Groups' voice

Nearly 100 organizations concerned with ethnic minorities have been asked by the Government to comment on recommendations of two recent reports about the education of children who could be at a racial disadvantage. Replies should be sent to Mr R. H. Mace, DES, Elizabeth House, York Road, London, SE1 7PH.

Taking stocks

More than 14,000 sixth formers are learning how to handle stocks and shares by taking part in a sixth month competition organized by British Junior Chamber of Commerce and sponsored by Williams and Glyn's Bank. The winning team will receive £500 for their school and £50 for each of their team members. Each team of six starts with a notional £50,000 to invest.

Royal patron

The Queen is to become Patron of the Centre for World Development Education, which aims to increase understanding of development problems and of Britain's interdependence with developing countries.

Mr Frank Judd the chairman of royal patronage would mark the beginning of a new phase of expansion in the work. An appeal to raise £1m from industry and commerce for future developments is to be launched.

Para training

Teachers from Beverley School in New Malden, Kingston-upon-Thames, have gone into training for a sponsored parachute jump which will help raise funds for a new school coach and the Cheshire Homes for the Disabled.

New fellows

Among nine new fellows of the College of Preceptors are Mr Terry Casey, general secretary of the National Association of Schoolmasters' Union of Women Teachers and Mr Alfred Yates, director of the National Foundation of Education Research in England and Wales.

Refugees boost

Ten Vietnamese refugee teachers have been offered places by West Sussex Institute of Higher Education on a one-year course to prepare them for entry to teacher-training in Britain. The students are being funded by two refugee charities, the British Council for Aid to Refugees and the Ockenden Venture.

11-16 schools not deprived says head

Colleges cast as 'big bad wolf'

by Bert Lodge

Claims that sixth form colleges deprived the resulting 11-16 schools of good staff were dismissed last week by Mr John Glazier, principal of South-East Essex sixth form college.

He was speaking at a meeting arranged by the standing conference of tertiary and sixth form colleges. The colleges were cast as "the big bad wolf" who snatch teachers away from schools, Mr Glazier told the meeting.

"This assumes all graduates want to teach A levels." But in a sixth form college, Mr Glazier said, the workload of a teacher could be up to three A level groups. Many well-qualified married women teachers were quite content to teach only the 11-16s.

Mr Glazier said preferences could differ sharply. He had recruited many teachers who could not face younger children. "So they were an addition to the teaching force rather than in any way a subtraction from the schools."

Prospects of promotion to scale 3 or 4 were just as good or only slightly smaller in schools than in a sixth form college.

Referring to the recent critical study, *Crisis in the sixth form* by Mr Fred Naylor for the Centre for Policy Studies, Mr Glazier said it was a document redolent of the thirties and forties. The author was convinced that 11-16 schools must deprive children of the opportunity to appreciate scholarship and grapple with interesting ideas.

"I am not convinced that a good non-graduate can't provide that," Mr Glazier said. "Too much of a graduate's time in a 11-16 school goes on the sixth form groups."

A study of a group of schools had shown that in the 11-16 schools graduates contributed 49 per cent of the teaching while in the 11-18 schools graduates spent only 6 per cent more time with the pupils up to 16.

Mr Albert Price, chief inspector for Bedfordshire and former head of an 11-16 school, also questioned the assumption that the best teachers only wanted to teach sixth forms. In his school, Putteridge High, 92 per cent of the staff were graduates.

New group for staff

by Hilary Wilce

A national association of teachers working in tertiary and sixth form colleges was set up last weekend at a conference in the West Midlands.

About 30 colleges were represented at the conference. One hundred and twenty colleges are to be circulated with details of the new organization.

The Association of Teachers in Sixth Form and Tertiary Colleges will be open to all teachers below the level of principal. College membership is £5, and individual members £1. The association plans to hold an annual conference, run a newsletter and set up study groups.

Mr Charles Hopkinson, director of education for Wigan, told the conference that the experience of his authority indicated that both sixth form and tertiary colleges provided a cheaper way of providing school courses than declining sixth forms, staffed for the needs of the curriculum.

Schools in Wigan had not suffered from the existence of colleges. "We don't have 11 to 16 schools staffed by morons, or nobody who can teach science or languages," he said, adding that he had sent his own children to an 11 to 16 school.

Students opt for private



Jack Chambers: plea ignored

Students at Durham University decided that they would send their children to public schools despite an impassioned plea by Mr Jack Chambers, President of the National Union of Teachers, to the contrary.

Mr Chambers was debating the subject with Mr Michael McCrum, the former headmaster of Eton, at a meeting attended by 900 people - most of them students - at Durham University at the weekend. Mr Chambers called public schools "an enormous social, ideological and educational barrier" standing in the way of Britain's progress. He said they ought to be abolished.

After Dorset County Council's decision to drop plans to save money by introducing continental hours in its schools, Hilary Wilce looks at the school day in other European countries.

Mid-week breaks, but Saturday study prevails

The "continental school day" is not as common across the Channel as is generally supposed.

While West Germany and southern European countries follow a mornings-only pattern, many other countries do not. A more distinctive hallmark of schooling in Europe is the day or half-day break in the middle of the week, with schooling continuing on part or all of Saturday.

The growing number of working mothers has created some pressure for school hours to be changed to tailor more closely with working hours, or for better child care facilities out of school hours, but in many countries, such as The Netherlands, there is still a strong tradition for mothers to stay at home. More protests have come from parents who want to see Saturday schooling abolished in order to have weekends free for family activities.

West Germany's six- and seven-year-olds go to school between 9am and 12pm. Beyond that most primary and secondary schools operate from 8am to 1pm. The exception is comprehensive schools (of which there are very few), which run from 8am to 4pm. One or two grammar schools also operate the longer school day. Schools run from Monday to Saturday. Over the last two years pressure from parents has, in some areas, abolished schooling on the first, or first and third Saturdays.

In the month. Schools have to make up the lost hours.

France Primary schools operate from about 8.30am to 11.30am and then from about 1pm to 4pm. The whole of Wednesday is kept free, but schools operate on Saturday morning. Secondary schools operate similar hours, with at least half of Wednesdays kept free. Older pupils do not have to be in school if they have no lessons on their timetable.

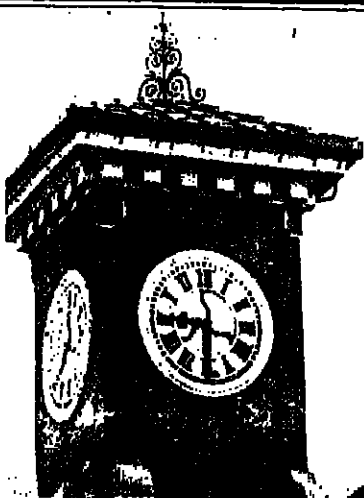
The vast majority of pupils go home for lunch. There has been some debate about school hours but educational psychologists champion the need for a mid-week break for pupils.

Denmark All schools operate from 8am to 2pm. A large proportion of mothers go out to work and there is a well-developed system of after-school child-care. School premises are now beginning to be used for this.

Sweden Primary schools run from 8.15am to 2.30pm, secondary schools from 8.15am to 3.30pm. Nearly half the country's labour force is women, but after-school child-care is in short supply.

Some schools were running respite care for children until their parents could collect them, but public spending cuts have stopped many of these experiments, and the authorities are worried about "latchkey kids".

Belgium Schools run from approx-



imately 8.30am to 12pm and 1pm to 4.00pm, with the secondary school day about half an hour longer than the primary school day. Wednesday is a half day. There is no Saturday schooling. Most children go home to lunch - relatively few mothers go out to work - although school meals are provided.

The Netherlands Primary schools operate from 9.15am to 12.15pm, and from 2pm to 4pm, secondary schools run for a little longer. Children go home for lunch or take sandwiches. Only a small proportion of mothers go to work, and flexible working hours are common.

Italy All schools run from Monday to Saturday. Primary schools run from 8.30am to 12.30pm, middle schools, for pupils aged 11 to 14, run from 8.30am to 12.30pm or till 1.15pm. Schools for pupils aged 14 to 19 run from 8.30am to 1.30pm. Secondary schools run from about 9.15am to 4pm. Some schools run Saturday tutorial sessions.

Republic of Ireland Primary schools run from about 9.15am to 3pm, with a lunch hour break.

judged in terms of value and quality. He said the University Grants Committee had been wrong to measure input - A level grades and costs, rather than output - quality of graduates, when allocating the recent cuts to universities.

This meant that some universities were being rewarded for turning high quality A level students into poor quality graduates, provided it did not cost too much to teach them.

The same logic led to the closure of village schools without any consideration for the quality of life in the application of the economies of the high rise flat block to education.

Teaching ethnic minorities in their mother tongue was "racially and politically divisive". Professor Brian Holmes, professor of comparative education at London University, told the conference.

After his speech, he acknowledged that these changes would mean the end of the Burnham pay scales and would involve "doing a deal with the unions".

Professor Honey condemned the application of quantitative judgments to education, which should be

Shed staff on competence basis call

by Biddy Passmore

Professional competence, not age, should be the basis for shedding staff in schools and universities, Professor John Honey, head of the education department at Leicester Polytechnic, said this week.

Addressing a meeting in London of the National Council for Educational Standards, he said early retirement schemes which "pensioned off" staff at 50, were a mistake because they made no attempt to distinguish between the good and the bad.

A test of teaching competence should be used to reduce staff in schools. He favoured the equivalent of an MoT test for teachers, an assessment every 10 years by head teachers and colleagues, teacher trainers, HMs and even parents and pupils.

Professor Honey claimed that there were 29,000 "outright incompetents" teaching in schools, although he de-

clined to say how he arrived at that figure. These teachers were grossly overpaid, while good potential teachers could not get jobs.

He called for more flexibility in the teachers' salary structure so that secondary schools could take on more staff at lower rates. But teachers of shortage subjects, such as science, mathematics and French, should be paid more. If this were not done, any teachers entering those subjects during the recession would go into industry or commerce as soon as the economy picked up again.

After his speech, he acknowledged that these changes would mean the end of the Burnham pay scales and would involve "doing a deal with the unions".

Professor Honey condemned the application of quantitative judgments to education, which should be

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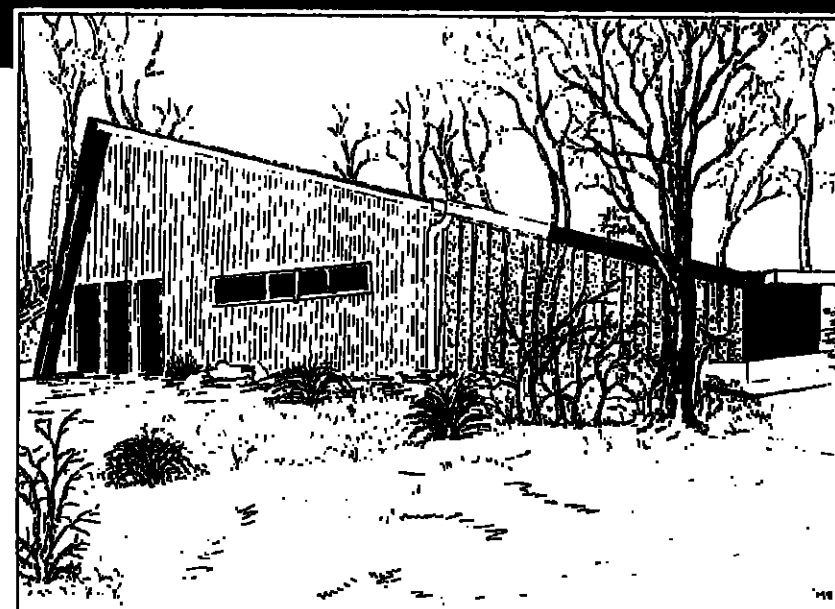
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SAE in school finances

Sir, - For a charge of £4.50 prospective employers could tell the world in three lines in *The TES* that a certain job had been taken, and by whom. (Stamps of disapproval, October 9).

This information would be informative and at the same time would provoke an interest in, "where are they now?"

Perhaps such information would be known as the "Agonizing Column", under the heading "Regrets".

STEPHEN D. MASSOCCI,
67 Longacres Drive,
Whitworth, Lancs.

Sir, - The plight of a headmaster who must choose between courtesy to unsuccessful candidates for a teaching post and the educational needs of his pupils is sad indeed.

Before reading of this dilemma on the front page I had believed that the score of schools which did not respond to my requests for further details of advertised posts had revealed considerable inefficiency over

their correspondence, wasting my time and the postage used both in writing to them and supplying a stamped addressed envelope for their convenience in reply.

I am delighted to think that in this way I have contributed to the needs of British education, perhaps unknowingly providing part of a book for a library, some coloured chalk for a classroom, a patch for a crack in a concrete playground, or even some teabags for the staff commonroom.

DAVID ARNOLD,
8 East Street,
Ashburton, Devon.

Sir, - While I understand the dilemma head teachers must be faced with

when deciding between diverting school funds to postage or not replying to unsuccessful job applicants, I deplore those who cannot even be bothered to return a stamped addressed envelope enclosed with an application.

I have 29 first class, stamped addressed envelopes, presumably sitting in head teachers' filing cabinets across the country, which have been there for at least six weeks.

CAROLYN WRIGHT,
unemployed teacher,
Blackpool.

Sir, - For the job applicant who is one of the unsuccessful 85 especially when he or she is a final year student seeking a first appointment, it is not "not being successful" but not knowing that you have not been successful which is so frustrating and demoralizing. We recognise that head teachers are in a dilemma. Economic constraints prohibit excess-

sive expenditure on postage and even the inclusion of a stamped addressed envelope, if asked for, means 85 letters to be dispatched by an already busy secretary.

Brighton Polytechnic Careers Service would like to offer a simple solution. A system which would cut out work, and no cost for the school or authority. We would have ready printed postcards available in our careers room. These could be filled in, stamped by the applicant and enclosed with every application, requiring only to be posted back in return, thus advising the vacancy has been filled.

We, as a service, would welcome comments on this proposal and the approval or disapproval of head teachers and education officers. We are anxious to help both the employer and the prospective employee; would this not do just that? SHEILA O'HANLON,
Careers Counsellor,
Brighton Polytechnic (Eastbourne), Sussex.

Status quo

Sir, - I note that the activists of the Campaign for the Retention of Eleven to Eighteen Schools in Manchester are endeavouring, to the last, to preserve the status quo for their own children at the expense of the majority of the city's population.

As the head of a school with a sixth form of 107 students it would be very comfortable for me to continue working in the present pattern of secondary education and to enjoy all those benefits that accrue to pupils and staff through having lively and mature sixth formers in the school. However, measures must be taken to respond to the problem of falling rolls in the city's schools (only two were oversubscribed this year) and to provide wider opportunities for our students to fit them for our changing society.

Sixth form colleges will ensure a breadth of curriculum and student competition that cannot be offered in any Manchester comprehensive school at present.

I should like to challenge Mr Carey's phrases, "thousands of parents and teachers" in whose minds "doubts loom large" about the proposed Manchester scheme -

□ 50,000 signatories (or 70,000 as claimed by Professor Harris) were not all parents.

□ More than half of Manchester's teaching force is represented by the Manchester Teachers' Association which voted in favour of the scheme, as did the Manchester Headteachers' Association and the local branch of the NAS/UWT.

Professor Harris advocates a mixed system. This would, of course, produce new grammar schools and secondary modern schools. In response to this proposal earlier this

year over 20,000 signatures were collected in less than two months by members of CAUSE - The Campaign for A Uniform System of Education. Because falling numbers preclude the possibility of sustaining sixth forms in all schools the only way to achieve a uniform system is by the introduction of sixth form colleges.

It is hoped that CREEM members will ensure an excellence of educational standards in the new colleges by exerting the kind of pressure evident hitherto in their skilful use of the communications industry. Their positive interest in the education of their own children will benefit also the children of those less articulate parents whose voices have not, so far, been heard.

VALERIE S. PERRY,
34 Keswick Road,
High Lane, Stockport,
Cheshire.

Sir, - The editorial postscript appended to my letter (October 9) concerning the proposed reorganization of Manchester's secondary schools misrepresented, no doubt unintentionally, both my own earlier editorial and my response.

If legal advice to Manchester and the DES suggests that "the Secretary of State's power to impose (my italics) his own solution is strictly limited", then obviously I accept this fact. What I was questioning was the clear implication in your original editorial of September 24 that if the Minister proposes reasonable amendments to Manchester's scheme which are then rejected locally, he can at that stage do nothing whatever but accept the plan or face litigation which (by implication) he will lose.

Let me reiterate: if that were indeed the case, a Minister would in effect have no power at all; a local authority could simply reject any and every proposal he might make, knowing that - if your analysis is correct - their own proposals would necessarily be approved in the end. Can this really be what the present law means? In practice, surely, a reasonable compromise would be the best outcome in such circumstances; makes no mention.

M. B. HARRIS,
25 Parkfield Road South,
Didsbury,
Greater Manchester.

The law says the Secretary of State could only modify a scheme proposed by an education authority after consultation with the authority concerned. A decision on the Manchester scheme must now be imminent on any suggested modifications. The question, is there forward a new scheme, is there time for consultation to take place in any meaningful sense? Presumably these have to be tested at law, and on which both sides have received advice.

Sir, - Clarification of the position of the NUT regarding secondary reorganization in Manchester seems called for, following the explicit and implicit references to our members contained in three letters in the issue of October 10.

First, the Manchester Association of the NUT does not believe that the problems of secondary provision can be solved by the amalgamation of schools in the inner city area. On the contrary, this would have the effect of concentrating upheaval in just those areas which are suffering most from deprivation and social tension.

Secondly, the NUT does not want the scheme "put into the rubbish bin". It condemns the unnecessary and irresponsible delay by the Secretary of State in giving approval to the scheme.

In reference to the letter from Professor Harris, the underlying principle on which the NUT based all its deliberations on reorganization is the need for Manchester to have a unified system of secondary education. Any proposal to modify the scheme which undermines this principle will be met with total opposition from the union.

PAT LEAHY,
General Secretary,
Manchester Teachers' Association.

One for Rufus

Sir, - I would like to say how much I enjoy the crossword puzzles compiled by Rufus. As an avid, but not very successful, crossword addict, I find his clues concise and accurate and also witty and amusing. I do hope that you will continue to publish crosswords of this standard.

M. JELFS,
106 Sheyd Lane,
Essington
near Wolverhampton.

Service pupils

Sir, - Recent Labour Party proposals concerning independent schools, and the *TES* leading article of October 2, are largely missing the point concerning boarding education.

The Labour Party proposes to "integrate children of military and government personnel into the mainstream comprehensive system". How will this be done?

Service personnel, on average, change their location either in this country or overseas about once every 18 months. It is not uncommon in this voluntary aided boarding school for a child entering at 12 to have attended eight or nine different previous schools; parents are quite rightly concerned that frequent changes are detrimental to the education of their children and indeed all our evidence suggests this.

No matter how excellent our Service children's schools abroad, they cannot avoid being to some extent transit camps for their children, and it takes a while for a child to become accustomed to the ways of a new country before he really starts to learn anything.

To ask children to lodge with relatives or friends while attending a day-school in this country (another Labour Party proposal) would be an enormous imposition which very few

parents wish to try, and would be quite unreasonable over a period of four or five years. The other type of central government intervention, of local authorities to cover the boarding education might work in theory, but in practice there are not enough state maintained boarding schools to cope, and in any case the times of economic stringency would make provision for such a scheme "privilege" would affect recruitment to the armed services; this state does not even deserve comment.

There is a fundamental reason why these particular groups should be subsidized - that is that children through no fault of their own, are otherwise subject to frequent changes of school. Service parents know this to be true, and it is a main reason why many of them opt for boarding school education, particularly during the GCE O level and CSE courses. This is supported by the only research evidence on the effect of mobility on school children, that produced by Dr Blane in his report to the Boarding Education Working Party and published in the DES/CEA report on boarding education.

M. A. B. KIRK,
The Gordon Boys' School,
West End, Woking, Surrey.

Prestige accents

Sir, - Ed Marum should not say (September 18) with what I and other individuals consider to be linguistic correlates of "classiness", since it is not a matter of private judgment. There is a growing body of research findings by social psychologists, sociolinguists and educationists which confirm, for a UK, the overwhelming prevalence of the prejudices which favour RP, in some cases certain high-pitched regional accents, and disparage other specific varieties. These prejudices associate with the speakers of the favoured varieties not only qualities of educationalness and general acceptability, but intelligence, competence, drive, and sometimes kindness and physical stature.

A good summary of these findings up to 1975 can be found in the *Journal of Social and Clinical Linguistics*, and since then has underlined these conclusions.

None of this information is new, it merely confirms a generalized prejudice which most people recognize anyway, but which socialists like myself who admit regional varieties hoped might diminish in modern Britain. Now only a minute would act on the assumption that these attitudes will respond to teachers' exhortations to go away.

If Mr Marum will read my *TES* back item (September 4) carefully, he will see that I do not ask teachers should alter pupils' accents to RP, though in fact teachers have been trying to do that, systematically or unconsciously, for nearly a century and certainly since the 19th century. And over the years millions of school-children have been more often intuitively than by explicit instruction, the need for the value of cultivating more than one "dialect", a variety of speech styles and the judgment as to which is appropriate in a given context. I am asked for recognition that it is a function of good English teaching to increase the repertoire of pupils' accents and speech styles: that is what the Bullock Report meant by "oracy".

It is sad to think that any pupils should have so little experience of English and drama lessons, of possessing a variety of English and learning accents that they would react to such instruction with "incredulous ridicule", or that any school would totally lack models for RP, but the most disparaged accents. The overwhelming evidence that certain accents perpetuate social disadvantage imposes on all teachers a responsibility to develop sensitive methods of helping pupils to face these facts, rather than pretending they do not exist, or hoping (vainly, I fear) that 50 years time such prejudices will be reversed.

JOHN HONEY,
Head of the School of Education,
Leicester Polytechnic.

This week the Great Japan exhibition opens at The Royal Academy in London, offering insights into the art and culture of nearly three centuries of Japanese life. Here and on the next two pages, Michael Houser and Andrew Grenville analyse the enormous emphasis placed on formal education in Japan today, and the way this reflects the country's whole style of life and work.

Japan Incorporated



Nearly 90 per cent of students at two-year junior colleges are female.

Japan has become arguably the most formally educated society in history. More than 20 per cent of its population, from pre-schoolers to pensioners, are involved in some kind of formal education. Education has been and remains fundamentally important to the success of the Japanese economy - the second highest in the world.

In Britain we refer to the "educational establishment", in Japan, however, a more appropriate description would be the "education industry". Alongside the formal system, some study facilities, a vast array of literature and every conceivable examination aid.

The Japanese dismiss the idea that a "Japan Incorporated" exists - no Japanese would challenge the notion that "Education Incorporated" does. The watchwords of education in Japan are immersion and importance. Out of a total population of some 117 million, 27 million students toil from kindergarten to university, taught by some 1.25 million teachers. If one were to include the numbers of those formally studying everything from zen, judo and tea ceremony to gambling, the numbers would be astounding.

Japan has nine years of compulsory schooling: from six to twelve years of age in elementary schools and from 12 to 15 in middle or lower secondary schools. Virtually 100 per cent attendance during the compulsory

years was achieved during the twenties. Japan's illiteracy rate stands at 0.5 per cent; the *terakoya* or temple schools for commoners during the early modern or Edo Period (1603-1867) had helped to achieve an uncommonly high literacy rate even before Meiji modernization (1868) and the introduction of a national educational system (1872).

The scale of this achievement alone cannot be appreciated without first considering that to be considered literate, a Japanese child must first master two phonetic alphabets known as *hiragana* and *katakana* before trying to master the requisite 1,926 *joyo kanji* (ordinary Chinese characters) used by newspapers and books in general circulation. More than 40,000 *kanji* exist and double the number of *joyo kanji* must be mastered to do specialized reading. There are no shortcuts to learning *kanji* - years of immersion, memorization and practice are unavoidable. Literacy in Japan simply does not compare with literacy in languages employing a single phonetic alphabet. Because spoken Japanese is so homophonous, romanization is impractical, even assuming that the Japanese could overcome a very strong emotional and cultural attachment to *kanji*.

Nearly as staggering are the numbers being formally educated outside the compulsory years. Just over 90 per cent will have attended at least one year of *yochien* (kindergarten) or *hoikuen* (nursery school, available when both parents work). At the other end of the com-

pulsory period, nearly 94 per cent of middle school "graduates" continue on to upper secondary school for a further three years of pre-university study, while another 2-3 per cent go on to five-year technical colleges. The great education machine hardly slows down even then; of the 4.5 million 18-year-olds leaving upper secondary schools in March (the Japanese academic year begins in April), 40 per cent go on to some form of full-time higher education.

This understates the true demand for higher education, since 30 per cent who apply to colleges and universities are unsuccessful and many others study via correspondence courses. Figures alone give some indication of the immense physical presence of Japan's education industry. They cannot however convey the paramount importance which education assumes in society and the Japanese mentality. Japanese society is highly organized and strictly ordered. Sex and birth order are still very important; career patterns are predictable, in many cases preordained by the university matriculation stage. The "lifetime employment system" employed by bigger Japanese companies and the Government emphasizes the importance of the first job after leaving the education system; once employed, seniority ranks with performance in determining promotion. It is towards these areas of employment that an overwhelming proportion of Japanese families - especially the *kyōiku nama* ("educa-

tion mothers") - direct their children. Japan's 400-plus colleges and universities are popularly ranked in a widely accepted status hierarchy. At the top of the pyramid, indisputably, is *Tōdai* or Tokyo University, followed by a handful of other ex-imperial universities such as Kyoto and Kyushu, and the most prestigious of the private universities, Keio and Waseda, located in Tokyo, where almost half of the university population study.

As the pyramid widens, there are 88 centrally financed national universities, 33 public universities funded by local government and, with notable exceptions, at the bottom of the pyramid come the 300-odd private universities attracting three quarters of the university student population and turning out the mass of also-rans at the finishing line of this intensely competitive system.

The more attractive and higher status jobs will only be available to graduates of higher status universities - as in many cases will be the more attractive and higher status spouses, since more than half of Japanese marriages are arranged. Curiously, performance while at university is of little or no importance - it is the name that counts. During the violent student riots of the late sixties, big companies advertised at *Tōdai* for radical leaders: "we can use your initiative and leadership qualities" ran one poster. One of the radical discussion groups came to the conclusion that "self-negation" was the only way to get out of the

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spiral of privilege; several members committed suicide.

Although Japanese society is strikingly hierarchical, there is no significant social class structure; ranking within most groups in Japan is extremely meritocratic. Since a graduate's position is largely determined by the status of the university attended, the opportunity to demonstrate that merit on which an individual's life pattern will largely depend comes only during the school years and culminates in the university entrance examinations. The correlation between family income and school achievement is, by British standards, remarkably low. Although some 37 per cent of students at the high-status national universities come from the top fifth of family income levels, the middle three-fifths each provide 17 per cent, the lowest providing a full 10 per cent.

The stress on schooling found in the majority of Japanese families stems from these factors. In a society where competition is visible virtually everywhere, the roads to success are seen as leading through status universities and to a large extent the first step on this road is open to all-comers. To give children every possible advantage, educational straws are grabbed at.

Mothers can become almost obsessed with schooling their children. Some *kyoiku mama* will attend school when their children are ill in order to reproduce lessons at home to prevent ground being lost. As a form of insurance, many pupils will spend evenings and weekends in private cramming schools to concentrate on their weaker subjects.

This enormous emphasis on education in Japan has helped to produce a stable, tightly-knit society with a workforce whose productivity is second to none, with teeming cities free from violent crime. Such emphasis has consequences for the style and content of schooling, about which even the Japanese have misgivings.

Rites of passage

Define education in terms of time spent in educational institutions and the statistics "prove" that Japan is a highly educated society. Define it in terms of input of information and, again, Japan becomes a highly educated society. Few educators in Japan or Britain, however, would accept that education lends itself to such neat quantitative assessments.

According to Japan's Minister of Education, *Monbushō*, the basic aim of Japanese education is "... to fully develop personality and to rear the physically and mentally wholesome people who would love truth and justice, esteem individual value, respect labor, be awakened by a sense of responsibility and be imbued with an independent spirit."

To assess the system in the light of its own criteria, it is necessary to step into the classroom and examine the curriculum, both overt and hidden.

Apart from being coeducational and generally mixed ability, Japanese classrooms are basically traditional. Teacher-dominated chalk-and-talk predominates, in front of passive pupils who are nonetheless voracious consumers of the tightly pre-defined and packaged knowledge presented in accordance with *Monbushō's Course(s) of Study*. Rote learning is considerable, with a corresponding reduction in activities requiring initiative, analysis or pupil independence.

Images can be misleading; mastery by repetition has traditionally characterized almost all learning in Japan and persistence is considered a distinct virtue. Nonetheless, controversy concerning the need for more creative as opposed to "execution" abilities has been raging in educational circles for several years.

With the "oil shocks" and the more recent slow-down in the rate of economic growth came a period of intense, critical self-assessment in Japan. "The Quality of Adolescent Life" became an issue so frequently raised in public that newspaper typesetters kept it ready-made-up. Little has changed however and the pressure for reform has gone off the boil. Today, some *juku*, the private crammers which supplement the formal system, even enrol pre-school candidates whose parents are anxious that they should enter the right kindergarten or elementary school. Though outwardly concerned, the suspicion exists that Japan's conservative leadership is more than satisfied with the products of the system. The roots of this uniquely Japanese method of schooling are also deeper than educational reformers imagined.

On a cultural level, Japanese society has traditionally emphasized consensus and intra-group conformity before individualism and even creativity. This and the remnants of the Confucian respect for *senpai-deshi* (master-disciple) relationship puts the atmosphere of a Japanese classroom in accord with its cultural roots. It is also sometimes said that the exigencies of learning *kanji* encourage rote-learning. Since *Meiji* modernization, the Japanese have not been prisoners of tradition when circumstances have demanded change; despite nearly a decade of pressure, the absence of educational reform may be down to more prosaic reasons.

One of the most striking differences with Britain is the high degree of centralized curriculum control in Japanese schools. *Monbushō* issues a separate *Course of Study* for elementary, lower and upper secondary schools which defines, sometimes in minute detail, the role of the teacher in both teaching content and objectives. At a given point in the

school year, children in the same grade in schools all over Japan will tackle the same work, often using the same literature.

Textbooks, which are freely given away, are compulsory education, must have the approval of the Textbook Authorization Council. With the exception of "side readers" used in language teaching, teachers use only authorized textbooks, with the choice often consisting of no more than three to four books per subject area.

The struggle between the radical *Teachers' Union*, *Nikkkyōso*, and *Monbushō* over political control of classroom content has been constant and bitter. Earlier this year, teachers were incensed by the Textbook Authorization Council's decision not to approve a new studies text because it included Iri and Tsurumi's famous but harrowing painting *Scenes from the Atomic Bombing*.

Publishers of another book were asked to delete names of companies referred to in a discussion of pollution disasters during the sixties. The Minister of Education in 1965 complained that many texts already in use were anti-business and biased on defence issues. This controversy was heightened in August when it was revealed that teachers' publishing companies had been making large and regular donations to the ruling Liberal Democratic Party, the conservative party which has been in power continuously since 1955.

Such imposing central control alters the role of a Japanese teacher from genuine educator to more of a classroom administrator. Teacher enthusiasm may be reduced by such limitations on their freedom to design and teach according to their own priorities and talents. Teachers who are working under a system which threatens their independence of initiative would find it hard to adopt teaching styles which might successfully draw the qualities out of their pupils.

The University entrance examination system

is the tail which really wags the Japanese educational dog. Each university administers its own examination, and competition for entry to the high status institutions is immense. This year, 138,000 candidates sat Waseda's exam; those who fail become *ronin* ("masterless samurai") and often enrol in *vobiko*, private entrance examination preparatory schools. Determined *ronin* may spend two to three years resitting the "right" examination in a bid to gain entrance. Given the numbers sitting entrance exams, their content is largely determined by the need for easy grading, often by computer.

Schools stress the need for a more balanced curriculum, teachers worry about the physical and mental strain on adolescents which is made all the worse by those products of the parallel educational system, the *juku* and *vobiko*. In spite of this, upper secondary schools are forced by parental pressure and social expectation to concentrate on an examination-related approach; they become "crammers" as well, offering three years of intensive examination preparation. Since some upper secondary schools are better crammers than others, and there is no catchment area system, there is fierce competition for entry. Entrance is, again, by examination - in turn distorting the curriculum of the middle schools, which must then prepare candidates to sit them.

Universities continue jealously to guard their individual entrance examinations as a measure of their independence from central control. In view of the crucial importance of university pedigree in Japan, it seems unlikely that examination pressure will diminish. *Monbushō* is reducing the content of the *Course of Study* for Upper Secondary Schools from 1982. Without changes in university examinations, however, it is difficult to see what effect this might have. If teachers will not teach beyond the *Course of Study*, the *juku* and *vobiko* certainly will.

In 1979, a national examination for all national and public universities, the "Joint Achievement Test", was inaugurated. It covers only a quarter of the country's universities, who have nonetheless retained their own entrance exams which applicants must also sit. So far, the only benefit of the national test is that a candidate can more realistically judge what level of university he or she should apply to.

For the foreseeable future, entrance examinations will remain the bane of Japanese adolescence. The *juken jigoku* ("examination hell") is one of the major "rites of passage" in modern Japanese society.

House for sale

The school population in Japan has inherited a level of generalized affluence without parallel in its nation's history. Opportunities abound; nearly 40 per cent go on to higher education, while according to the recent White Paper on "Youth" ... more than 90 per cent of those (school leavers) wanting work found jobs immediately after graduation.

There is an old Japanese proverb about generational change which reflects the concern felt by many older Japanese about the effects of economic progress on the lives of Japan's young: "with an elegant hand, the third generation inscribes the notice, 'house for sale'".

The first generation establishes a family fortune through hard work; the second is ambitious to consolidate it and acquire social standing. The third, raised in affluence and comfort, becomes profligate and the household disintegrates. Family relationships in Japan remain stable and affectionate; yet older Japanese are uneasy at the "individualism" and "pleasure-seeking trends" they see in the present school generation.

Japanese society is made up of a web of tightly-knit, interlocking groups which provide the major source of self-identification for its members. Japanese principals, unlike British headteachers, can count on student allegiance towards the school. Cultivating it requires little effort since it merely reflects a phenomenon already deeply imbedded in the culture.

Group emphasis has a pervasive influence within Japan's educational system. There is no

streaming and any particular class will have all their lessons together throughout the year. A class will regard itself as an integral unit and is treated as such by teachers. Stress on individual achievement and competition is almost entirely absent.

In school exams, individual marks are not published - only the mean for each class is disclosed, since this matters most to students. When examination scripts with individual marks are handed back, they are kept a closely guarded secret - even among the closest of friends. Any activity emphasizing the differences rather than the similarities between members of a group can make the Japanese feel uneasy. A class is encouraged to be concerned only with its average compared to that of all other classes in the same grade.

During lessons, a Japanese teacher will avoid posing an undirected question requiring a voluntary response. "Does anyone know?" ... would inevitably be met with silence. The Japanese conception of individualism contains shades of selfishness. Since the class sees themselves as a group, to volunteer an answer would mean either acting as class spokesperson - impossible without consultation - or it would be taken as an arrogant and self-important display of individual erudition.

Instead, questions are normally directed at an individual, who will then have a rapid, whispered consultation with those sitting around, even if they are quite sure of the answer. Such consultation will always be tolerated because the Japanese much prefer consensus rather than individual decision-making and this habit provides valuable practice in essential life skills.

The level of attachment to school is demonstrated by the fact that in many schools, a 5.30 bell, sounded two and a half hours after classes have ended, signals that students must leave the school grounds. During this time, they will have been engaged in sports, "club activities" or simply chatting in the corridors,

"Sweeping time" also takes place, when on a rota basis each "homeroom" cleans the school; Japanese schools do not employ cleaners.

There are, however, mounting signs of changes in the co-operative atmosphere of schooling. Violence against teachers, particularly in urban middle schools, has shocked educators and parents alike.

Fifty per cent of 15-19 year olds in Japan are "latch-key children" both of whose parents work. The official class ceiling during compulsory education, 45, is often approached in middle school classrooms and exceeded in high schools. Personalized attention becomes impossible and, given the pressures of the "examination hell", teachers are often forced to concentrate on pupils with the greatest likelihood of success. Not surprisingly, more than half of upper secondary students claim that they cannot follow some of their classwork and others take matters into their own hands. Uncertain as to how to deal with this new phenomenon, school authorities have readily involved the police, often polarizing the situation and magnifying what is still a peripheral problem.

Senior high schooling, where pupil violence is one-tenth as great as in the middle schools, continues to take place under the shadow of university entrance examinations and it is a time of unimaginably intense study. In startling contrast, the workload placed on university students is very light.

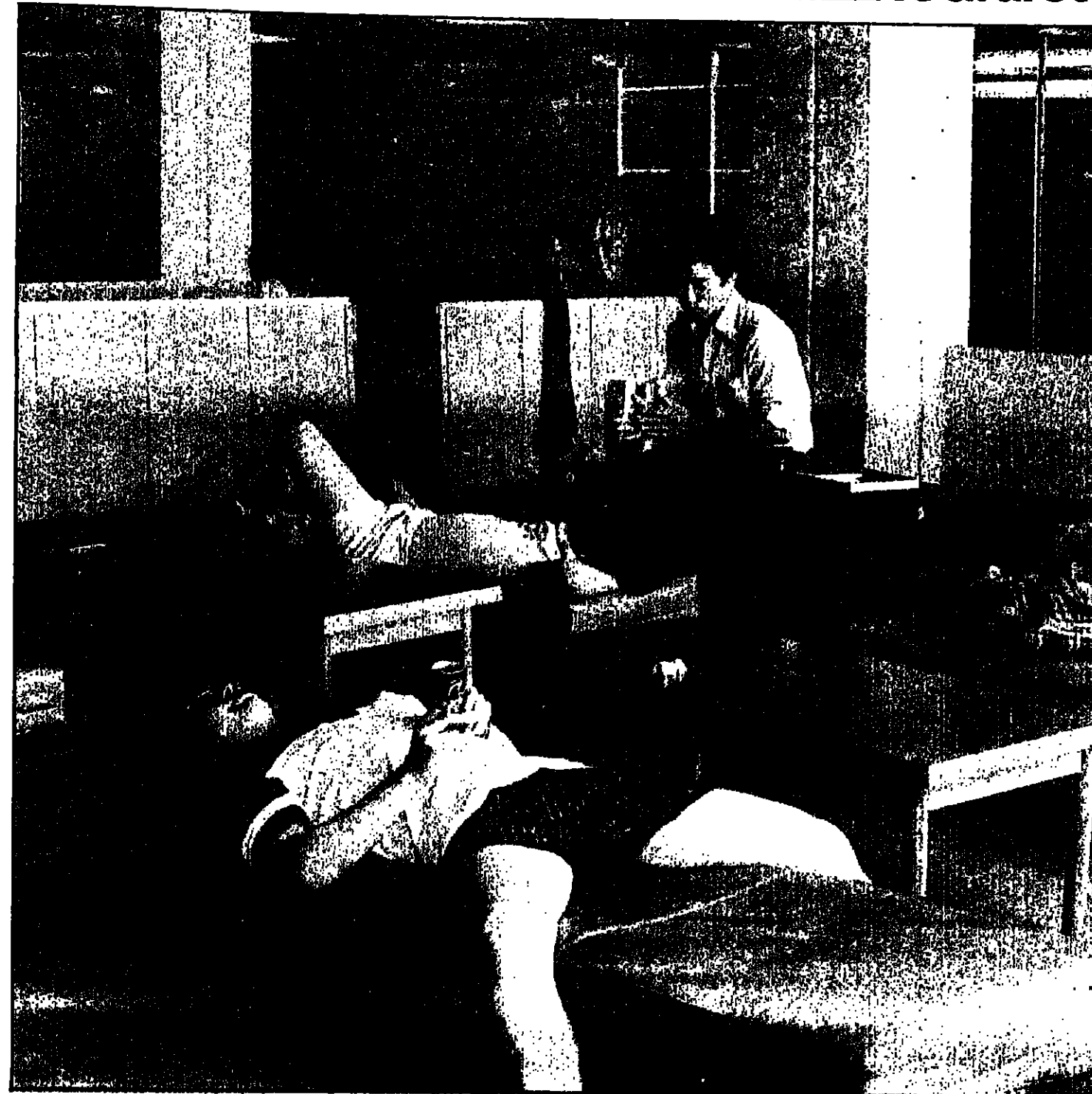
The first two years at all universities consist of a leisurely general education course covering a wide spectrum of arts, pure and social science subjects. The sudden release from the years of pressure can be difficult to adjust to. Especially at the high-status universities, there is a high incidence of "May Disease" - nervous breakdowns during May, the second month of the academic year - as students flounder with the sudden removal of the motivation which has channelled them for much of their lives.

Once students become accustomed to the newly-discovered concept of leisure, they set about it with a vengeance. The early years at university seem to be accepted by all concerned as primarily social. Social life is organized around sports and hobby "clubs". The role of these clubs goes far deeper than their stated purpose. Like Japanese society at large, their structure is based on series of *sempai-kohai* (senior-junior) relationships; they resemble American fraternities more than the societies of a British university and provide the source of most friendships.

They provide the sort of "companionship" more popularly associated with the *sarariman* ("salary men", or white-collar workers) they might shortly become: winter evenings spent in down-town bars and weekend camps and trips to the beach in the summer.

Towards the end of their four-year courses, most students will turn their minds to employment. They spend more time building up "kone" - an abbreviation of the English word connections - in the world outside the university. They will visit a number of prospective employers, making themselves known and searching out graduates of their own universities who might occupy influential positions. Drinking evenings are increasingly spent with people who have more *kone*-value than with members of their university clubs.

The social merits of higher education are no longer what they were in what is fast becoming a degreocracy. Young Japanese are attaching greater importance to more vocationally oriented education as Japanese society moves into a post-industrial age. With the emphasis even more on quality rather than quantity, an appreciation of the need for more creative skills is already widespread in Japan. The challenge facing Japanese education remains whether it can continue "... to prepare the roots of the tree for transplanting" as it has so successfully done for the past century.



Symptoms of 'May Disease' among university students?

Talkback

Missing relationships

Margaret Clark

How appropriate are CSE child care and development/parentcraft courses? Next year, had I not opted the school out of such examination demands, my fifth formers would have been instructed to "Make a party invitation card"; "Use a previously prepared song to decorate a birthday cake"; "Arrange and decorate the table".

Of course the pupils would have loved such a test - but what is its relevance to this most important subject, whose stated aims are splendid, and whose syllabus is so wide?

A majority of our pupils will be parents. Few teachers are unaware of the results of poor parenting. At CSE level (Modes I and II) child care is a rapidly expanding subject. Recognising the significance of this, I undertook a six-year study into what the pupils of teachers responsible for the subject, at CSE level, have decided should be taught, how it should be taught, and on what basis they reached their conclusions.

Only five boards offered a Mode I in the subject in 1979, but all offered Mode II. The five existing examinations and their courses, plus a selection of Mode IIIs, were looked at in detail. Two important factors emerged.

Firstly, as child care was in general, an offshoot of the CSE home economics / homcraft syllabuses, their examination panels were dominated by home economics

teachers. Secondly, it was revealed by the teachers themselves that very little advice had been sought, and certainly no research carried out, before the syllabuses had been drawn up and the examination structured. It therefore seemed sensible to ask inexperienced parents of first babies what they wished they had known to relieve their anxieties and meet their needs. More than 150 families were approached through interviews and questionnaires. Sadly, though predictably, only mothers responded, but a consistent pattern of anxieties and needs emerged, which could be placed into seven main interest groups. This afforded comparison with similar groupings extracted from the Mode I syllabuses and examination questions.

In order of their importance, the young mothers felt they needed more information about relationships between the sexes, marriage, reproduction, conception, contraception, and birth. A secondary need was information about parental roles - particularly the father's role, and what they could expect.

Lastly, they mentioned the practical aspects, pre and ante natal care, bottles, washing, diet, clothing, and child development. The latter they recognized as important, but felt health visitors and clinics could help at the time.

A study of all the examination questions from the five boards in one particular year - 1979 - gave a very different pattern of priorities. Of the 184 questions set, 70 were on the practical aspects, none on relationships, marriage, etc., 49 on child development, 26 on roles and only 21 on reproduction, contraception. In other words, they showed



Child care and the growth of ...

almost a reverse order of what the expressed needs seemed to be. Sensibly most teachers concentrate on that part of any syllabus which experience tells them will be examined. The 1979 papers were very similar to their predecessors and the subsequent sets.

The mark allocations for these theory papers vary from 30 per cent to 60 per cent. Each board also awards marks for practical work; here the mark allocation varies from 10 per cent to 60 per cent. Therefore the heavy accent on the practical aspects in the theory papers is further extended by specific sections devoted to it. For this section, for example, EMREB awards 60 per cent of all marks, made up of 45 per cent for three tests of the type already referred to, and 15 per cent for two toys or games.

The remaining 10 per cent is awarded for a child study - possibly the most valuable part of the five term course if it is the result of first-hand experience with small children. Yet it is undervalued by all boards.

Such experience is surely a way of promoting the understanding of relationships. It allows for effective learning, whereas the dominance of the practical aspects ties the subject to cognitive demands and psychomotor skills.

Why was the subject thrust into the home economics departments? Is it surprising what has happened? With tests like these no wonder the boys opt out (EMREB entry 1979, Girls - 1125, Boys - 3). But they too will be parents.

In linking child care with cooking, sewing and washing we further condition the girls who opt for the subject into role acceptance. The home economics teachers cannot be blamed; many were "landed" with the subject on top of the financial, time factor and frequent non-home cooperation problems, unique to their subjects. But their panels have much to answer for.

As CSE amalgamates with O level, it is essential that if parentcraft/child care is to be offered, it allows for effective learning. If run on some - not all - of the present CSE lines, it would be more honestly labelled as a great help for baby sitters, not for the parents of the future.

Margaret Clark is head of Manning Comprehensive School, Nottingham. She was formerly senior adviser for home economics and health education, Derbyshire.

Four thousand customers

David Chapman

An exhibition caravan was set up in Southampton, prior to, and during the days of adult enrolment. We an inviting open veranda the caravan offered a comprehensive guide, methodically indexed, to the 1,000 part-time and full-time courses available to adults at over 20 centres throughout the city. It was staffed by teachers drawn from all the participating educational providers, 71 volunteers working on a rota basis.

As instigators and organizers of the scheme, Ann Simmonds and I felt strongly that adult education provision had evolved into a confusing range of courses with mysterious sounding names and levels. College offices were often seen by potential students as intimidating places, and secretaries and telephoneists did not always have the knowledge to help students with information about courses outside their particular institution. Information concerning adult education is often only available in public libraries.

Even as the caravan was being towed onto the site we were inundated with inquiries. The volunteers worked incredibly hard, but afterwards with an immense feeling of elation - the public demand for adult education having reinforced their identity and value as teachers.

In all, approximately 4,000 people used the Adult Education Shop during the 12 days. Although it is difficult to assess the impact of the project on enrolments, evidence is emerging on individual courses that some of the students sitting in the class are there "because I was in the education shop and found out about this course".

The project was essentially an experiment, a pilot scheme to discover whether there would be a demand for such a service. The organization succeeded in gaining the cooperation of all the educational providers in the area: the Open University, the extra-mural department of the University of Southampton, Southampton College of Higher Education, La Sainte Union College of Higher Education, Southampton Technical College, all the further education centres in the city, the Leigh College of Further Education and the WEA. The operation was funded by these institutions, who also supplied the volunteers to staff the education shop.

David Chapman lectures at Southampton Technical College.

review

You could have been me

Craig Brown reports on current schoolgirl dreams

Despite the two years that separate them in age, Sheena Easton and The Princess of Wales have a lot in common. Their faces could belong to no decade other than the eighties: hair parted on the left (Sheena's being a cropped version of Diana's), make-up quietly accentuating the eyes, a tendency to slant the head downwards and the eyes upwards, the whole adding up to a final impression of shyness concealing determination, with an attainability heavily guarded, but only at the final door.



Far-off childhoods

Peter Vansittart on a classic autobiography

A London Family 1870-1900. By M. V. Hughes. Oxford University Press £6.50. 0 19 212229 0

This reprint of Molly Hughes' autobiography trilogy is timely. A schoolteacher, she became first director of teachers' training at Bedford College. Overall she evokes, cheerfully and precisely, far-off childhoods, seasons, amusements, street-scenes, pathos and joys. Despite modernistic disapprovals, Victorian children were not inexorably deprived of lightness, security, common-sense psychology. Much is packed into a quiet sentence like "It must have been during a lean year, when we were devoid even of servants, that my father would inaugurate some lark." Nevertheless, she met some dire teachers outside the home, few principals anticipating H. G. Wells' view that education is the building up of the imagination. Marks would be earned simply by not talking or copying out again and again, "Alfred Tennyson is a poet," while a teacher droned "Commence at the commencement," or spent an entire term parsing the first two

The two of them have become the ideal models for their generation, having realised the two dreams of all schoolgirls - worldwide fame as a pop singer and marriage to the heir to the throne. But in the egalitarian eighties, their popularity rests largely on their ordinariness and their vulnerability. Thus Diana (20) is known popularly at Di and is loved for fluffing her lines on the big day, for finding the pressures of the press too much, for larking around during the national anthem, for being tricked into standing in a sexy light by cameramen, and Sheena (22) is loved for the apparent randomness of her rise to fame (she made her debut on a member-of-the-public-becomes-a-star programme called The Big Time), for her humble Glaswegian origins, for her pretty, undistinguished voice and for the everyday, workaday, dreams and dilemmas she sings about. The source of their appeal is *That could be me up there*.

Sheena's first single - released in February 1980, when Diana was beginning to gleam in the gossip columnists' eyes, was called "Modern Girl". Its proud message was "She don't build her world/round no single man", chorusing with "She is free to be / What she wants to be / And what she wants to be / Is a Modern Girl". This freedom is asserted when "He asks her to dinner / She says I'm not free / Tonight I'm going to stay at home / And watch my TV". If Sheena ever had influence over Diana, who, we are told, is a keen pop fan, then it was obviously not with this song, but with the follow-up, "9 to 5": "My baby takes the morning train / He works from nine to five and then/He takes another home again / To find me waiting for him" and its promises of delights simmering beneath the routine: "He works all day / To earn his pay / So we can play all night". Now that Di has become a Princess, and must necessarily restrict her attachment to hoi polloi, Sheena (She?) is the voice of The Modern Girl.

A paradox of the emotional and sentimental world of pop music is that the most memorable and lasting songs are usually composed quite coldly as vehicles for a particular singer by businessmen songwriters, and far more than the earnest, egocentric outpourings of singer-songwriters (how many dud harmonicas those awkwardly-made words conjure up! how much whining! how many yards of hair!) these songs are reflective of the generation that buys them. No other British female singer has ever had the immense and rapid success of Sheena Easton - two singles at the same time in the top ten, three singles at the same time in the American Top 50, etc, etc, and this robustly confirms that her aspirations and preoccupa-

tions, or at least those of which she sings, are those of the Modern Girl.

Though her first album, *Take My Time*, was only released in February of this year, she looks a good three years older on the cover of her second album, just released, *You Could Have Been With Me*. The songs too, whilst still traditionally catchy and carrying the conventional proportion of verses to choruses, are more advanced, particularly in their reference to sex, though they are still wrapped in the same schoolgirl lullaby. The first track, which is also her current single, is called "A Little Tenderness". "Every night's like a one night stand with you" she sings, adding that though she'd like to spend her life with him, "You still won't treat me like I want ... So try a little tenderness" (more frantic) "try a little tenderness" (besotted) "try a little tenderness-tonight!" In the next song, The Modern Girl's yearning for the thuggish male is barely hidden at all under a ludicrously thin covering of sophistication. The title, though, is highly enjoyable - "Savoir Faire (He's Got)". The idolised man "breaks up records and hearts without a thought" and also "make advances and dances very well, takes his chances and liberties as well", but he's not what you might think because "he's got savoir faire/You can feel it in the air / Savoir faire / savoir faire / savoir faire / Yeah".

As is so often the case with trivia, the more you think about it, the more peculiar it becomes, and it has let itself become peculiar, and revealing, because it never thought it would be given any sort of scrutiny. Nor did it scrutinise itself, because the Sheena Easton product is riding too high on its own sales, and its own magnetic energy, to be bothered with dragging theories.

It has already been noted, by Nik Cohn, that the appeal of the curly Cliff Richard was that of a white-washed wall upon which anyone could club the slogan or image they required. Sheena Easton - marketed by the same record company - is attractive in the same way. Within six months of her initial audition at EMI she was singing a grizzly dramatic ballad, "When He Shines", at a Royal Command Performance, in front of an audience which likes to mistake peculiar sensation for unabashed emotion. To the family audience, she is the girl next door. A recent feature in the *Daily Mail*, whilst full of admiration for the fortune she has made, dwelt heavily on the fact that it hadn't gone to her head, that offstage she favoured casual clothes, that she disapproved of drugs, etcetera.

But still the teenyboppers - surely her biggest buyers - can see her as the racy little bit

who can achieve everything, who can turn both her mastery and her misery to advantage. Slightly over half the songs on her new album present her as a victim, hopelessly in love with a baddie, but they never seem incompatible with the other songs, where she is the all-powerful, if compassionate, temptress - "Go find someone else to love tonight/ Makin' love don't always make it right/ I'm not worth the hurt you're gonna feel".

After two decades of moons in June and drinking wine 'n' feelin' fine, Sheena Easton has incorporated into the essential innocence of pop the words "makin' love": Whereas before high school hops or beach-buggy rides or dancing and romancing were the shared experiences and joys of the young record buyer with the recording artiste, now sexual intercourse is the freshest, most commonly shared master of the passions of a generation. "He made love like he was saying goodbye" we are told of one Joey, who "was the one who made it right/ Like no other lover in my life". The male chorus oohs and aahs, the teenagers dancing know she's singing about them, the tune goes merrily on, and no doubt, Diana will be applauding Sheena heartily at next year's Command Performance.



proud, "velocipede." The family doctor remarked, "You have no idea how many ladies I attend whose only malady is secret bottles." Grocers put these down on the bills as sugar!

Molly studied under the famous Miss Buss, her account of whom amply confirms the saying that personality is a tissue of surprises. Throughout, she writes not as propagandist, sociologist, nor, strictly, historian, but her experiences erode glib views of Victorian class, sex, religion, politics. "Progressive education" was not unknown. Croydon High School had

Molly (1872)



no rules, no punishments. Molly and her brothers enjoyed freedoms at odds with received dogmas of Victorian repressiveness. "An act of insubordination", Molly reflected, "is a joy for ever." One master fostered love of history by displaying attractive books, but labelling them "still too difficult."

There are interesting descriptions of rail and boat journeys to Cornwall, Wales, to America and Switzerland, and of the early days of teachers' training. Before Freud and Huxtings, Neill and Russell, Molly felt that "the only things of permanent importance seemed to be to get hold of the pupils' point of view, and to work somehow from that." In contrast to enforced silence, "Every question from a pupil was a feather in one's cap." From observations, she knew what a more professionally organized generation can forget, that teaching, like love, like life itself, is not a science but an art: that Professors of Poetry are not automatically poets; that lessons should not be poured over children like cold water; and that the teacher's vanity, at the blackboard, for instance, can be as obstructive as a pupil's wilfulness. Her own mentor declared: "Nothing inspires children more than to be aware that their teacher is engrossed in some big subject, and nothing produces contempt more surely than the notion that her main interest lies in their little successes and failures."

G. K. Chesterton learnt from fairy stories that life is not only a pleasure but a kind of eccentric privilege. Molly Hughes loved to tell fairy stories, her book, in the accepted sense, is not one, but its effect is similar. It is written simply, but sharply, with tolerant humour, as when she describes an old painting of Judith swinging the head of Holofernes "as though she had picked it up cheap in the market."

Courses

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An answer to falling rolls?

Jack Marsh

A school curriculum which equips individuals to take five lovers may have some attraction. However, the curricular structure for fourth and fifth year pupils which has been developed over the past five years at Holsworth School and Community College has been named "The Pentamorous Curriculum" because it is based upon the grouping of areas of experience into five core sections.

All curricular developments within which are in a state of change, must be content to have their roots in certain historical precedents, idiosyncratic procedures and local needs. What is necessary to effect purposeful change is to develop and communicate a basic educational philosophy and then carefully work out strategies to implement the development.

Holsworth became a comprehensive school in 1976, having previously been a secondary modern school. At that time the fourth and fifth year curricular pattern consisted of core studies in four areas, and option choices out of four columns. Some courses for non-examination pupils and remedial education existed separately outside this curricular structure. It was evident from this curricular pattern that there was an imbalance between and within individual pupils' courses, and the adverse effects of option choices militated against a broad coverage of educational experiences for all pupils.

Against this background staff worked to develop a more coherent curriculum which would cater for the whole comprehensive school ability range. By 1979 the fourth and fifth year curriculum had developed to produce a pattern of core areas of study in five areas.

Although we had rationalized some of the problems related to producing a broad education, by offering most areas of study as core for all pupils, we still had a proliferation of subjects within the option pattern which could produce, for some pupils,

an imbalanced education and which was also wasteful in terms of staff deployment.

By 1980 it became evident that we had to radically rethink the fourth and fifth year curriculum to come into line with a defined school philosophy which would produce a truly comprehensive education for all. We were looking to develop our belief in a large central area of common core study for all pupils so that the areas of experience outlined in the 1977 DES 11 to 16 curriculum document could be made available.

At this time we were fortunate to be able to have the advice of Maurice Holt who had recently moved to Plymouth. His experience of operating the Common Core Curriculum, our own reading on the topic and the development work already carried out enabled us to take a further step in developing an overall curricular structure which fitted our aims.

Courses were devised and a curricular structure has been arranged so that all fourth and fifth year pupils spend the 40-period week in all core faculty areas, on the following scale: humanities, nine periods; maths/science, nine periods; communications, six periods; design/aesthetic, four periods; physical/recreational, four periods; and pupils make choices from two option columns containing French, German, extra science and extra design subjects.

The Pentamorous Curriculum is in line with the general principles contained in the recent DES and Schools Council curricular documents, and provides a simple structure for block timetabling. This allows for more complex timetabling to be effected for individual pupils within faculty areas, which in turn allows for the curricular decisions to be placed in the hands of the precise teachers and makes the most economic use of staff and facilities.

Apart from providing a framework for a truly comprehensive education, in which no pupil is labelled or excluded from any area of experience, the Pentamorous Curriculum gives a workable answer to falling rolls.

Jack Marsh is First Deputy Head (Curriculum) of Holsworth School and Community College, Devon.

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THE RAPID RESULTS COLLEGE

Wooster sauce

The Wodehouse centenary has been marked by a deluge of cosy nostalgia. Martin Fagg examines the enduring qualities of his prose style

P. G. Wodehouse: A Literary Biography. By Benny Green. Pavilion: Michael Joseph £8.95. 0 907516 04 1.

The World of P. G. Wodehouse. By Herbert Warren Wind. Hutchinson. £5.95. 0 09 145670 J.

"Slice him where you like, a hell-hound is always a hell-hound" — one of Wodehouse's pithiest aphorisms, as true for the hell-hounds of real life as it is for the Baxters and Spodges of his incomparable fiction. Slice Wodehouse where you will and you will always find him doing something piquant and amusing with words and their ordering.

Take this, the first paragraph of chapter II of *Right Ho, Jeeves*, one of his mid-thirties masterpieces, written when he himself was in his mid-fifties and at the very height of his powers. Bertie, staying at Brinkley with Aunt Dahlia (one of the few comparatively unalloyed aunts in the canon) is narrating.

"The makings were neatly laid out on a side-table, and to pour into a glass an inch or two of the raw spirit and shoot some soda-water on top of it was with me the work of a moment. This done, I retired to an arm-chair and put my feet up, sipping the mixture with careful enjoyment, rather like Caesar having one in his tent the day he overcame the Nervii."

There is, notoriously, no arguing about tastes in humour, and if you find that totally flat and unfunny, well then so be it. There are people one likes and admires who can see nothing remotely humorous in *The Diary of a Nobody* and one would not allow this single aberration to break up a beautiful friendship. To the Wodehouse fan, Bertie's simile, born of *De Bello Gallico* and transmitted through *Julius Caesar*, will,

cunningly placed as it is after all the breezy, nineteenth-hole phraseology of the rest of the paragraph, seem in its superbly apt incongruity irresistibly amusing — a trophy of Wodehouse's own deeply enjoyed school-days at Dulwich which does equally plausible duty as a dusty relic of Bertie's many hours of classroom ennui.

Take another example, a page or two later — not matchless Wodehouse, this, just median Wodehouse, an instance of that standard competence that puts most other humorists' reputations to instant flight. The exigencies of an, as ever, exceedingly complicated but, as ever, exceedingly well-managed plot have compelled Tuppy Glossop to forego the gastronomic delights prepared by Aunt Dahlia's cook Anatole ("God's gift to the gastronomic world"), he hopes thereby to convince Angela, his amorous, that he is pining away in his passion for her; but she, disconcertingly, instead of melting, goes straight off to bed.

"I wasn't so sure I liked the sound of that so much. A girl who has observed the sundered lower sensationally off his feed does not go to bed with headaches if love has been reborn in her heart. She sticks around and gives him the swift, remorseful glance from beneath the drooping eyelashes and generally endeavours to convey to him that, if he wants to get together across a round table and try to find a formula, she is all for it. Yes, I am bound to say I find that going-to-bed stuff a bit disquieting."

A non-fan would see the guying of the slushy romantic clichés all right ("love... reborn in her heart") but miss the finesse with which they are counterpointed by the bathetic ("off his feed") the tough-idiomatic ("sticks around") the political-

become admitted as respectable additions to the language, as, for example, *dandelion* (*dent de lion*). Next to French, Latin has almost certainly been until recent years the most widely taught language in our schools. Which probably accounted for the existence earlier this century of such obvious bits of schoolboy slang as "keep cuvey" (*cave* — watch out), "logs" (*logos*) and "super" even among those who didn't learn Latin. Here again, some sayings have managed to achieve respectability, "willy nilly" (*volvo nolo*). "All my eye and Betty Martin". You might say, echoing the sailor who is alleged to have overheard someone praying in Latin in a Naples church: *mili, beate marinus*, according to the *Oxford Dictionary of English Proverbs*, although *vae mili, beate Martine* is closer in sound and might make more sense. But French and Latin are not the only sources; even words from our own language have undergone changes at the folk level; molybdenum was sometimes in the past known to those who mined it as "Molly be damned".

Finally, there are those words of less certain origin, such as "smashing", thought to be a bit of RAF slang based on the Icelandic for "it is good"; and, of course, our old friend, Lingo, obviously from one of the Romance languages, but whether Italian, Latin, Spanish, Portuguese, French or whatever, who knows?

Women in Edinburgh in the last century are said to have shouted "gardy loo" (*gardes l'eau!*) before they threw slops out of the window. In doing so, they revealed not only the strong ties of the said alliance but also the fact that French has been the source of many such distortions as "billy do" (*billet doux*) and "poodle loo" (*poodle l'oe*), not to mention "dizzy bell" (*deshabille*). In time, such folk expressions may even

become admitted as respectable additions to the language, as, for example, *dandelion* (*dent de lion*). Next to French, Latin has almost certainly been until recent years the most widely taught language in our schools. Which probably accounted for the existence earlier this century of such obvious bits of schoolboy slang as "keep cuvey" (*cave* — watch out), "logs" (*logos*) and "super" even among those who didn't learn Latin. Here again, some sayings have managed to achieve respectability, "willy nilly" (*volvo nolo*). "All my eye and Betty Martin". You might say, echoing the sailor who is alleged to have overheard someone praying in Latin in a Naples church: *mili, beate marinus*, according to the *Oxford Dictionary of English Proverbs*, although *vae mili, beate Martine* is closer in sound and might make more sense. But French and Latin are not the only sources; even words from our own language have undergone changes at the folk level; molybdenum was sometimes in the past known to those who mined it as "Molly be damned".

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scriptwriter. Unfortunately though, none of Wodehouse's stylistic distinction has rubbed off on his life's chronicler. Clichés abound: "warm to themes" amid a clutter of "forlorn hopes" and "staple diets". He constantly rides off on digressions, usually to put down other writers for their opinions on topics remote from the matter in hand.

Mr Wind's book, though much more modest in scope, is also much more graceful and accomplished. A revised and extended version of a *New Yorker* profile first published in 1971, it affords a full and affectionate portrait of Wodehouse and Ethel, his wife, in their last home at Remsenburg on the south shore of Long Island some seventy-five miles from New York City. In itemising the Wodehouses' highly structured daily routine, Mr Wind reminds us of the indefatigable self-discipline that enabled Wodehouse to sustain his extraordinary productivity through over a hundred volumes of novels and short stories and a mass of other writing. He reminds us too of his almost obsessively self-critical craftsmanship. Resolved to make "each twist and turn in a novel or a short story as watertight as the seams of an Indian canoe", he would spend up to three months preparing a detailed scenario, cutting or expanding, introducing or jettisoning characters, forever seeking to tighten the narrative and heighten the pace and tension. Such care would pay off in the comparative ease of the subsequent writing and in the perfect finish of the plot, with its exact intricate detail-tailing of every narrative joint.

Despite the long-lasting trauma of his deeply foolish though quite innocent Berlin broadcasts during the war, Wodehouse led a fundamentally fulfilled and happy life, as fulfilled and happy as that of any other writer one can call to mind. He deserved it, for only because of the vast contribution he made, through his endlessly fertile imagination to the happiness of hosts of readers.

Benny Green's full-scale literary biography is a disappointment in some ways, a success in others. He has the virtues of zest, industry and enormous affection for his subject. His book is exceedingly informative about all aspects of Wodehouse's career, especially those unfamiliar on this side of the Atlantic — his stints as Broadway lyricist and Hollywood

Extra book reviews p.101

Graphics

Graphic Communication. By John Twyford. Batsford £6.95. 0 7134 3388 4.

Graphic Communication is designed for teachers and children as a reference book and a springboard to producing, reading and manipulating graphic images within the context of familiar everyday activities. It is supported by a brief text, emphasis on the "process" of drawing, process of John Twyford argues, which is between man's thoughts and action upon his environment. "There is something mystical about drawing as it is," he exclaims in the introduction.

Any mystique of graphic skills is annihilated by the book's monochrome illustrations. Varying the scale of the reproductions into the types of images chosen, ranging from freehand drawings to scan computer and aerial photographs. Colour, cited for "its important role in our perceptions of what we see" is, as it were, understated by illustrations of technical processes and one's understanding of the world argument, and words like "concept", "problematic", "symbolic" and "jargon", misplaced in a book aimed at children.

Themes covered by the book invite exploration, investigating figures, people, the natural world, man-made objects and symbols. They reflect the core of John Twyford's argument that drawing represents a man's ability to work upon nature to create culture; for example a study of methods of map projection clarifies the relationship between recording information and acting upon it to change the environment. A designer's sketch of a Who monster reflects the power role a drawing can play as a means of clarifying ideas, whilst relating to "child" culture.

The importance given to technical design, using illustrations of all up and down, and Martin, accentuates the useful role of graphics but also emphasises the visual monotony of the book. Even the human theme, with the most scope for individuality, has been generalized. By emphasizing the public nature of graphics, images of men and women emerge as flat uninspiring stereotypes; women as pin-ups, men as workers.

In striving to make graphics accessible to children through common, everyday images, the magic of drawing vanishes.

Dido Powell

Among this week's contributors:

Ray Blatchford is head of English at Pimlico School, London. Craig Brown is co-author of *Big Bits* to be published by André Deutsch on October 29. R. F. Dearden is Professor in the Faculty of Education at Birmingham University. Cedric O'Neill is warden of the DEA drama and tape centre. Neil Philip is author of *A Fine Figger: a critical introduction to the work of Alan Garner*, published by Collins. Peter Vansittart's latest book is *Voices from the Great War* published by Jonathan Cape. Irving Wardle is theatre critic of *The Times*.

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TIME OFF LIMITED, 24 Chancery Lane, London, W1. Tel: 01-236 8670.

Precocious technique?

Cadbury's National Exhibition of Children's Art 1981. The Gallery of Modern Art, Manchester until November 24, then Coventry, Bristol, Paisley and Darlington. The Human Factor. Arts Council Touring Exhibition, Riverside Studios, London until November 8.

Adult attitudes to children's art are so riddled with sentimentality and confused critical values that the experience of yet another national exhibition can leave one feeling very uneasy. The new standard practice of grouping the pieces according to age, each with its quota of awards, begs more questions than it answers. For if it is true that all children pass through a number of predictable phases and that most attain (usually in adolescence) some skills in verisimilitude, what is the critical basis on which a few are singled out for praise? Is it for creative originality, precocious technique or merely for conformity to phase-type?

What bedevils our judgements of children's art most is the near absence of any useful, public discussion of critical criteria. Without this it can only appear arbitrary to recommend one six-year-old for a perfectly predictable, if pretty, piece, "Goldfish Bowl with Rainbow", and another (from the same school) for a more complex, equally resolved picture, "Mask". More arbitrary, perhaps, than the decision to give this year's Cadbury's Art Training Award to Mark Dobson. For, rightly or wrongly, with 15-17 year olds most people, adolescents included, are evidently agreed on the priority of academic, technical skills.

At least, that is what he, like Anna Constance Todd, a discretion award winner, display in abundance. Both of them, one in pencil the other in paint, possess an extraordinary ability to accumulate detailed observation but the overall aesthetic effect suggests less artistic intentions than the diligent application of method. Lacking either the unity of natural vision or the coherence of an imaginative design their work resembles an inventory.

What children think of each other's art is rarely considered by exhibition organizers but in recent years increasing attention has been given to how they react to the work of contemporary adults. All too



"Dreamers" By Anna Todd, age 16

often, however, the educational pucks produced by galleries and arts organizations have concentrated on the formal and material facts of the pieces on show, almost refusing to consider questions of interpretation or meaning. Fortunately, this is not the case with *Who Goes There?*, the "activity booklet" devised by Pat Van Pelt to accompany the Arts Council's touring exhibition at The Riverside.

Although the booklet is appropriately informative it is largely composed of questions, with spaces for answers, aimed at directing the child's enquiries to the most pertinent aspects of each artist's work and this appeared to suit perfectly the group of young, secondary school girls that I saw at the gallery. Their most persistent question, not surprisingly, was "What is it?" and in their attempts to find an answer

several of them asked not only their teachers but me too. The interrogative approach had begun the moment they arrived. Asked what a sculpture was, they unanimously replied, "a statue", which provided the necessary opportunity to point out that none of the pieces on show fitted this description. They were then asked to look for what else sculpture might be and encouraged to use their booklets. Given the variety of materials, structures and purposes which this mostly abstract exhibition presents it is some measure of the booklets' success that many of the girls soon became deeply engrossed in works which even adults find difficult to understand. If we were given similar booklets to complete when we look at children's art some revealing information might very well be collected.

Michael Clarke

Wedded to calamity

Romeo and Juliet. RSC, Aldwych Theatre. Shakespeare's Rome (Julius Caesar) Antony and Cleopatra. The Merchant of Venice. The Midford Girls, a musical by Caryl Brahms and Ned Sherrin. Globe Theatre. The Bestialities of Balthazar. B. By J. P. Donleavy. Duke of York's Theatre. In The Mood. By Michael Abben-sets. Hampstead Theatre. Harvest. By Ellen Dryden. Ambassadors Theatre.

It has been a bad week for Shakespeare. The RSC's *Romeo and Juliet*, directed by Ron Daniels, is signed, badly conceived, vilely designed, incompetently directed; it plunges new depths of awfulness in Webster's doubling Chorus/Prince Escalus whose "fair Verona" is a decaying tenement entered by a rusting gate and who has to quell "civil brawl" single-handed, being unattended. Pity Capulet's guests screaming production number by David Toguri's choreography (sexual emphasis on "draw thy sword" "my naked weapon is out", and this anguished approach is carried into the ballroom with a stuffed-dull

ithyphallic cupid to enliven the party. Romeo (Anton Lesser) is a hiker in black PVC and leather. He speaks the verse in a tone of conversational incoherence punctuated by bewilderment, whoops and other sure signs of stage-adolescence. Juliet (Judy Buxton), trying hard to be 14, elocutes and over-reacts. The "Balcony Scene" is a back-yard error by louvre-doors: Shakespeare's stagecraft being thrown away. Ralph Koltai's designs consistently nullify the text; Nadine Baylis's hideous costumes reinforce their inappropriateness. For all the actors' acting *Romeo and Juliet* is dead theatre. If possible, Shakespeare's *Rome* is dead! Adapted by Julius Gellner, Bernard Miles, directed by Ron Pember/Bernard Miles (the old firm saving money). Caesar's assassins are mimed without weapons or blood and the Philippian battles reduced to a flag-waving martial-arts dance-drama ending in suicides with non-existent swords. Soothsayer, crowds, drums, storms are all taped — some of the acting appeared to be faked quoting: "Alas, thou hast misconstrued everything!"

For the rest, all is new. The *Midford Girls* is imported from Chichester. Its clever set (Stephanos Lazarides), beautiful costumes (Robin Fraser Payne) and expert direction (Patrick Garland) cannot disguise its triviality. J.P. Donleavy's *Balthazar*

B enters a similar social milieu: the Variety, Mayfair. Knightsbridge. Harrods. It traces the boozey, bawdy descent of Balthazar's comic Beefy from Trinity, Dublin "to Maids Vale from which very few return", and proves the truth of the song "Money can't buy you love". Simon Callow displays boundless energy as Beefy; Patrick Rycart is beautifully touching as the spineless Balthazar; Sylvia Coleridge is a richly comic Harrod's customer. *Balthazar* is a novel dramatised and the dialogue shows it, but it has outrageously funny moments.

Funny lines abound in Michael Abbensets' *In The Mood*. Norman Beaton gets most out of them as Orrin Harris, a Guyanese plumber who has made good in Clapham. His return from a Remembrance Sunday parade opens the way to talk about politics, racism, sexism, black theatre. Well acted, excellently designed (Sue Plummer). *In The Mood* gets nowhere — laughter can't hide that. So hooley for *Harvest* a well-written, well-constructed, old-fashioned play about a real family with real concerns. Its Methodist Chapel setting (Ellen Dais) cleverly adds the television flashbacks to childhood introduced effectively by hymns. It is heart-warming, questioning, humane, delightfully acted and directed: not great theatre but good.

John James

Radio We are not amused

A lot of material that is designated comedy is broadcast on Radio 2 on Sundays. If this suggests anything about Radio 2 listeners, or indeed the mood of Sundays, the conclusion must be rather sad, and because what comes over the airwaves is mostly tired stuff, flogging long dead horses such as sniggering innuendo, foreign accents, Chinese place-names etc. The average number of jokes in each half hour show is one.

Dr Robert Buckman's humorous look at the world of the doctor. How to Get the Most Out of Your Body, however, goes out on Wednesdays at 10 p.m. Last week's show contained two jokes and here they are: 1. "That voice of artificial coolness that always means the doctor is filling his trousers". 2. "I'm not going to say he's a bad driver, but they've named a new blood group after him". Dr Buckman is obsessed with his status. Like a newly-qualified medic, he mentions that he is a doctor at least every three minutes. Worse, he thinks himself funny, which is a great preventive measure against actually being funny.

Dr Buckman's condescension contrasts with Duddy's, for it sounds as though Duddy doesn't know he's doing it. Duddy's best joke this week was this: "On the show today Britt Ekland will be telling us about her Youth Opportunities Scheme". Duddy's professionalism saves him from the worst excesses of self-indulgence that Buckman cannot control, but it is professionalism born a long time ago when seaside jokes about Scotsmen's kilts and girls playing tennis with ratty vicars were still OK. Duddy's Different Show it certainly isn't.

Extraordinarily enough they are repeating comedy classics on Radio 2 at the moment: no need, one might say, when the new material is already the old material in tatters. But last week we got the *The Navy Lark* (pronounced Nivvy Lark, and starring Leslie Phillips), which had no jokes at all but a lot of sleazy laughter and fluffed lines. Nothing drier than humour and it was quite surprising to recall how very sexist it was and remember how we used to laugh at it. They did go in for a plot, however, in a way you don't hear so much of elsewhere these days.

The fashion now tends far more towards a sort of composite, based loosely on a situation. Radio Active (which is on Radio 4) falls into this category. After listening to it for about 10 minutes it dawns on one that we are supposed to be in a local radio station. They have commercials, traffic news, radio links and jingles. They have a silly girl whose inappropriate pauses are the source of jokes. She also repeats everything. "What sizes do they come in?" he asks. "Let me tell you what sizes they come in". Since I've quoted a joke from practically all the programmes, here is one from *Radio Active*. "What have you got on for us today?" "Oh, just an old pair of jeans."

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Frances Farrer

Albert Garrett's personal view of British Wood Engraving Of The 20th Century (Scolar Press £6.95) is an excellent introduction to the subject as well as a delightful and serious book in its own right. The reissue of George Mackley's Wood Engraving

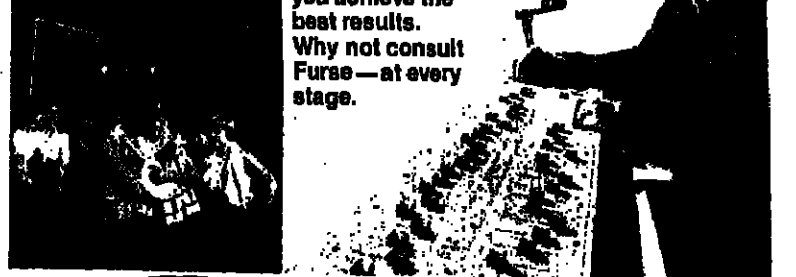
(Gresham Book £4.50) would make a good companion volume. Its clear instructions on how to work in wood further the appreciation of this art and its astonishingly varied effects and great subtleties.

D. Nelson

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Lingo

In my childhood in London naughty boys were often called "little Joe rags"; they were also called "little Arabs" or "little Turks". Not a great deal of difference, really, because "Joe rag" is a folk etymological distortion for *Touareg*, a North African nomad. Folk etymological distortions are words (or phrases) incorporated from other languages and altered in such a way that they sound more homely and familiar. Thus, sailors who sailed on the *Iphigenia* and the *Bellerophon*, generally referred to their ships as "Niffy Jane" and "Billy Ruffian". In a similar way asparagus has often been known affectionately as "sparrow grass".

Women in Edinburgh in the last century are said to have shouted "gardy loo" (*gardes l'eau!*) before they threw slops out of the window. In doing so, they revealed not only the strong ties of the said alliance but also the fact that French has been the source of many such distortions as "billy do" (*billet doux*) and "poodle loo" (*poodle l'oe*), not to mention "dizzy bell" (*deshabille*). In time, such folk expressions may even

become admitted as respectable additions to the language, as, for example, *dandelion* (*dent de lion*). Next to French, Latin has almost certainly been until recent years the most widely taught language in our schools. Which probably accounted for the existence earlier this century of such obvious bits of schoolboy slang as "keep cuvey" (*cave* — watch out), "logs" (*logos*) and "super" even among those who didn't learn Latin. Here again, some sayings have managed to achieve respectability, "willy nilly" (*volvo nolo*). "All my eye and Betty Martin". You might say, echoing the sailor who is alleged to have overheard someone praying in Latin in a Naples church: *mili, beate marinus*, according to the *Oxford Dictionary of English Proverbs*, although *vae mili, beate Martine* is closer in sound and might make more sense. But French and Latin are not the only sources; even words from our own language have undergone changes at the folk level; molybdenum was sometimes in the past known to those who mined it as "Molly be damned".

Finally, there are those words of less certain origin, such as "smashing", thought to be a bit of RAF slang based on the Icelandic for "it is good"; and, of course, our old friend, Lingo, obviously from one of the Romance languages, but whether Italian, Latin, Spanish, Portuguese, French or whatever, who knows?

The lounge vic

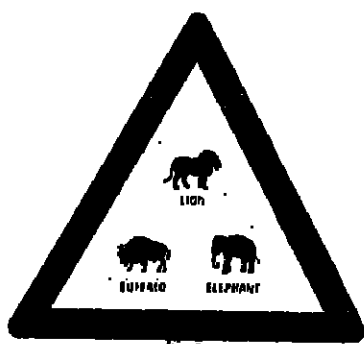
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Roar of the greasepaint

Irving Wardle on popular theatre

A Good Night Out. Popular Theatre: Audience, Class and Form. By John McGrath. Eyre Methuen £7.95. 0 413 49330 X.

Ten years ago John McGrath turned his back on a flourishing career in the theatre, film, and television (for which he created the *Z Cars* series), set up a fringe company in Scotland and began touring the length and breadth of the kingdom in a Ford Transit van.

The story of his two 7.84 companies is summarized in this book's appendix where its main purpose is to present his credentials for treating the contentious subject of popular theatre. McGrath's career is the direct opposite of the standard pattern in which the raw young left-wing writer gets a foot on the professional ladder and rapidly sheds the ideological baggage that might impede his ascent to the top. Statements about popular, or working-class theatre usually come either from well-meaning compromised insiders or from outsiders who have never had the chance to be anything else. McGrath's strength is that he is as familiar with Sam Spiegel's yacht as he is with the Glenrothes miners' club; and when he says he prefers the second, he knows what he is talking about.

A Good Night Out consists of six lectures, delivered to a Cambridge seminar in 1979, in which he diagnoses what he sees as the incurable maladies of mainstream theatre and draws on his own practice and international example to put the case for a working-class alternative. Like the productions of 7.84, the book's arguments all reflect his central conviction that the British state and its institutions are organized in the interests of the ruling class and that "bourgeois theatre in all its forms" reinforces that class's legitimizing ideology.

From that belief it follows, as the night the day, that bourgeois theatre is no good; at which point the open-minded liberal reader (a figure whose existence McGrath would dispute) experiences his usual dismaying collision with the Puritan convert. When McGrath says that middle-class theatre is "dying on its throne" the phrase sounds good, but it is simply not true to say that the National Theatre, the RSC and the entire apparatus of mainstream production are turning out nothing but garbage. When the effect of acquiring a belief is to blinker a sensitive and articulate artist who denounces David Edgar all get it in the neck), and attacks the opposition with glib sneers against "utilitarian", "trendies" and "Peter Hall's emporium", then his vision of a liberated theatre and a just society starts looking like another dark house of correction.

In McGrath's defence it must be said that this springs more from gut-reaction than from dehumanized theory. For him, a night in Shufesbury Avenue or the South Bank induces "an overwhelming sensation of nausea". Joan Littlewood used to speak of middle-class entertainment in much the same terms, and that did not stop her from creating a great theatre of her own.

Littlewood is McGrath's first hero and the exemplary forerunner of 7.84. The other major influence is that of Dario Fo and Franca Rame who abandoned their profitable career of "spanking" the Italian bourgeois audience in order to play in workers' clubs.

Continental example, it seems to me, is indispensable to anyone seeking to make a case for the growth of a British working-class theatre. Littlewood based her early theatre workshop techniques on the workers' theatres of post-revolutionary Russia and the German 1920s. McGrath, likewise, offers a parallel between

Ruskin's Blue Blouse theatre movement and the kind of acts that a Lancashire workman's duty, music, satire, physical action, to simplicity: "features that will come almost all kinds of working-class entertainment."

Reduced to those abstractions, the comparison sounds plausible; but as soon as you refer back to the concrete examples - the skills and political content of the Russian troupe and the mind-killing brutality of McGrath faithfully transcribes his night out in Chorlton-cum-Hugh - then any factitious similarities are at once erased. Britain has a long well-earned reputation as a place country, applying no less to its culturally deprived working class than the starting point for the apologetic of popular theatre, especially when relates to politics, is that they will impose it, just as the National Theatre and the Old Vic's Shufesbury Avenue were imposed on a reluctant middle-class. And just as McGrath himself imposed his production about John Latham and the Red Clydes on the hard-drinking clientele at Glenrothes.

It should be clear by now that of this book's virtues is to set a clear-cut passion of a man who knows his own mind, and continues to challenge you to define where you stand.

It can be objected that in arguing the case for a kind of theatre which, at present, hardly exists, which, given the traditions of the British labour movement, may not take root. What certainly does exist is his vision of what it might be: of how the theatre that prizes equity and displaced relevance can be supplanted by one of equity, narrative, direct contact, and social information. If it comes to the workers will not be to any people cheering.

Tragical, comical, female

The Female Wits: Women Playwrights on the London Stage, 1660-1720. By Fiddels Morgan. Virago £8.50. 0 86068 2315.

Six unknown (or barely known) Restoration plays, readably edited in paperback - how often does that happen? The Virago imprint is a giveaway: all six are by or about women dramatists. A pity the task has been left to feminists, from whom it would be unrealistic to ask a scrupulous sense of proportion. None the less, the plays are good enough to be welcome, and there are plenty more where they came from, though mostly by men.

Fiddels Morgan is an interesting critic and a strong writer, refreshingly sensible for an academic, though you can seldom forget she has an axe to grind: she even exaggerates the extent of printing errors in the first

edition, as if that were part of the conspiracy. Nor can one use contemporary prejudice to plead the authors' merits for a modern reader, or suggest that they have anything significant in common. But she reads these plays, tragedies and comedies alike, with a fresh, irreverent and theatrical eye that makes her 18th-century worth half a ton of lit crit.

Of her chosen plays, the only two that are even vaguely familiar are Aphra Behn's *The Lucky Chance* (1686) and Susannah Centlivre's *The Wonder: A Woman Keeps A Secret* (1714). The other three, never reprinted before, are *reel finds*. Catherine Trotter's *The Fatal Friendship* (1698) and Mary Delarivier Manley's *The Royal Mischief* (1696) are interesting, tightly plotted tragedies, strong on irony; Mrs Manley is a rotten versifier, but both ladies write powerful, plain dialogue that is very speakable. Best of all is Mary Pix's *The Innocent Mistress*

(1697), a lively and thoughtful comedy embracing a splendid range of characters and only slightly marred by lustiness from the more muted of them. I only wish Ms Morgan had included the original cast list: it adds something to imagine the E-bred hysterical Lady Beauséant played by the vast Mrs Leigh, or the Bowdler (who had just done *Tab in Love for Love*) as the foppish parasite Spendall.

Anthony Mason

Drowning in glory

The English Poets of the First World War. By John Lehmann. Thames and Hudson £6.95. 0 500 12356 3.

The Great War of 1914-18, like the Trojan Wars, has acquired a mythological quality out of the power and inspired, but nobody ever confused Homer with journalism or history. *The English Poets of the First World War* is the latest of several anthologies and commentaries to restate some well-established truths while quite ring true, particularly to those who have taken part in more recent conflicts.

John Lehmann hardly needs to labour the point that after the Battle of the Somme in 1916 the gallant dreams of glory were drowned in the sullen sodden misery of Flanders and Picardy mud. Brooke, Sorley and Grenfell were dead, so was the innocence of a generation. The baffled bitterness of so many of the poems is directed, not at the nominal enemy, but against the incomprehension of civilians at home and even more, though Lehmann hardly mentions it, against anyone with a cushy job, particularly patriotic politicians and brass hats back at base. Like Paul Fussell (whose work on the same subject is infinitely more profound) he dwells on the supposed "homocentric" character of the relationships between the officers and their men. The imagery in much of the writing of the time is,

of course, pretty explicit, but surely tells us more about the poets themselves - mostly upper-class youths who stepped straight from the ethos of the classics, the sports field, Romantic poetry and the Corps, into another, totally traumatized, all-male world than about a general ambience.

After conscription, also in 1916, there were few "golden ploughboys" among the (to them) strange mass of thousands out of the mills and factories. In *Underlines of War*, published in 1928, Edmund Blunden probably got it more nearly right, and what men were left, Willing, shy, mostly rather like invalids, thinking of their families.

Jack Cross

CRAFT, DESIGN AND TECHNOLOGY

A question of aims

By Paul Griffiths

The launching this week of the DES film *Technology Starts Here* is another in a line of indicators of the increased awareness that is developing for the promotion of technological aspects of the CDT curriculum. Since the publication in the late sixties of *A School Approach to Technology*, there has been a gradual move towards making both technological capability and technological awareness a part of every pupil's educational experience.

As with much curriculum development, understandable reservations and doubts characterize the reaction of many to a proposed change of emphasis or direction. In this case, the common concerns often stem from uncertainty about what technology is, where it fits in practice within the CDT spectrum and the difference which exists, if any, between design and technology. It is perhaps useful, therefore, to attempt a clarification of some of these problems, and what follows is an examination from a personal perspective of some of the basic issues in this contemporary Craft, Design and Technology debate.

The development of "technological literacy" perhaps implies three main aims:

1. ability to solve problems requiring a three-dimensional solution by employing knowledge drawn from relevant areas and particularly the contemporary resources of technology;
2. ability to construct and evaluate a proposed solution to the problem;
3. ability to form rational opinions regarding the social, economic and environmental issues which accompany change resulting from technological advance.

A common concern arising from discussion of these aims is connected with the traditional place of skilled production using tools, and materials. A technological approach is sometimes rejected as it is seen as representing an erosion of these skills which only a decade ago were perhaps the subject's central characteristic. Clearly the ability to plan and construct to a high standard a three-dimensional solution to a specified problem is an important feature of the school technologist's skill.

What has changed, however, is the shift of emphasis placed on the development of practical skills; their achievement must be seen as a means of achieving certain ends rather than as ends in themselves. This means that the position they hold within CDT is dependent on the necessity for three-dimensional devices, structures or artifacts to be produced in order to evaluate a proposed solution; as such the development of practical skills can be seen as an integral part of design and technological activity.

It must be accepted, however, that there is likely to be less time to spend on this aspect of the work than in the past if the wider aims of technological education are to be achieved. This points to the need to identify the type of skills which are most appropriate and then teach them by the most efficient means we can. Perhaps more than any other group of teachers we should be aware of the developments in educational technology which can be employed here. CCTV, film loops and a resource-based approach to the learning can all contribute to a reduction in the direct contact time the teacher spends on this aspect of the work.



ILEA pupils testing prototype designs of a remote controlled model car.

There is occasional scepticism to the use of prefabricated kits in the teaching of technology, the traditionalist seeing them leading to a further reduction in the craft aspects of the work. If the contribution they make is seen in perspective in relation to the overall aims of the subject, then their value becomes apparent. These methods represent a quick and effective way of enabling children to understand both technological principles and relevant technological resources.

What better way to learn, for example, about the relationship between concepts such as ratio and gearing in mechanics than by the construction of a system as the solution to a problem. By creating a schematic 3D solution in kit form the principles underlying the success of the design can be established, it also enables the relationship of parts in control systems of this type to be clearly identified and understood.

Additional value is provided if pupils are able to develop a certain degree of individual creative ingenuity by the area being couched in terms which require a response enabling problem-solving skills to be employed. This is in fact a crucial issue; it is important that teaching a knowledge of the principles and resources of technology is not seen as an end in itself but as a means of extending the possibilities for design solutions, where the pupil's ability to apply his understanding transcends kits and schematic solutions. So then while a knowledge of the resources of technology such as pneumatic, hydraulic and electrical control systems represent one aspect of technological education such knowledge

is insufficient to satisfy our earlier aims.

Advances in microelectronics provide us with a salutary reminder of the speed with which much technological knowledge becomes obsolete. We can probably all recall when it would have been relevant to employ valves in electronic circuitry, these were soon superseded by the transistor and now the microprocessor means redundancy for both of them.

The lesson this teaches us is that the essential value of an education which embraces technology must lie in the methodology of technology for it is in this aspect which has irrefutable value. It is the process by which problems requiring a three-dimensional solution are identified, analysed and solutions devised utilizing all relevant resources and knowledge - it is this activity which represents an area of human understanding which is shared by no other aspect of the curriculum and as such has a strong unrivalled curriculum claim.

This leads us into the issue of the relationship between design education and technological education. There has been a tendency for a type of partisanship to develop in relation to design education on the one hand and technological education on the other, this is possibly encouraged by curriculum reports which occasionally refer to one area to the exclusion of the other.

Design education is sometimes regarded as analogous to 2D or 3D art - principally concerned with the juxtaposing of shape and colour whilst technological education is regarded as a sort of practical science.

Both interpretations I would sug-

gest are misconceived. Ruskin's interpretation of "design" was human invention consulting human capacity, if we compare this with Child's account of "technology": activities directed to the satisfaction of human need which produce alterations in the material world, the marked difference in character between the two concepts depicted by some is not apparent. Indeed, I would suggest that design and technological education do not depict two mutually exclusive areas of development at all but ones where if a difference exists at all it is in a shade of emphasis rather than of essence.

In educational terms, the essential characteristics shared by both descriptions is concerned with developing the ability to identify, analyse and solve problems of a three-dimensional nature and view developments critically in their social, environmental and economic contexts. The achievement of such aims calls for the successful integration of knowledge drawn from a range of disciplines. It is perhaps particularly in the application of technological

resources that "technology" offers a difference of emphasis which it is important should feature within CDT courses. If it is not accommodated, there is a danger that the mutual interdependence of Craft, Design and Technology would be severed.

It would be an unfortunate irony if the initial fusion of these areas ultimately resulted in a tripartite division emerging in the way woodwork, metalwork and TD characterized handicraft education a decade ago. In terms of curriculum planning, perhaps the answer lies in an increased technological dimension to the area through the recognition that the aims of any fully conceived design education are inevitably those of a technological education. The result will hopefully be the continuation of purposeful curriculum planning which will provide a coherent approach to CDT during the next decade.

Paul Griffiths is senior lecturer in Design Technology, Avery Hill College, London SE9

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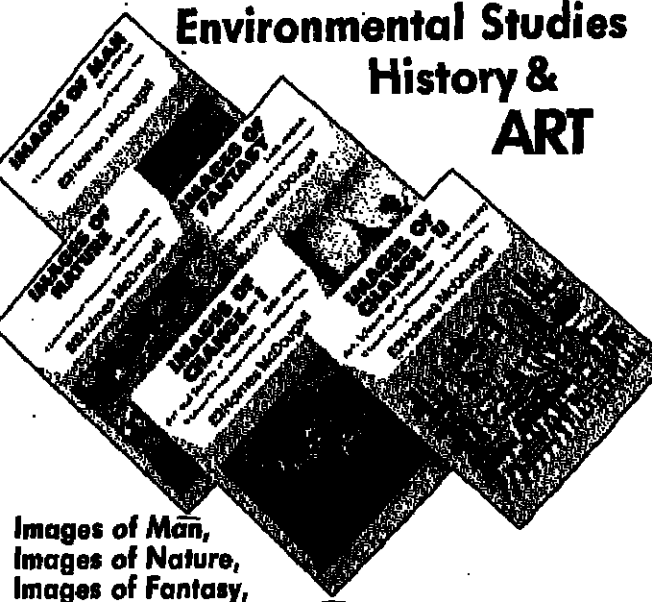
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extra Force-fed but under-nourished?

Edward Fennell reports on the retraining of teachers for CDT

For the past three years craft, design and technology — with maths, physical sciences and business studies — has been recognized as a "priority subject" for the training of teachers.

There has been a special drive to attract more people from industry and also the provision of a one year retraining course for the teachers of other subjects. Within the next 12 months however, the Government will have to decide whether there is no indication yet about its intentions but in a situation where falling-rolls and expenditure cuts are the chief pre-occupations its survival is uncertain.

Officials and administrators are examining the value of the scheme and assessing its success. By any standards its introduction had the air of being a crisis measure. To take a teacher of, say, English or history and force-feed them CDT for a mere nine months so as to give them a basic knowledge of their new subject was clearly ambitious.

Not surprisingly there have been doubts about what has been achieved. Observers of the scheme have pointed out that in many of the vital areas such as safety procedures and machine-skills the retrained teachers are extremely inexperienced. At the same time however, even the critics have to admit that the teacher-deficit in CDT has been substantially, perhaps even completely, reduced.

Ever since the war the craft subjects have been in something of a Cinderella world, short of staff and of students. At the same time — and especially over the last 10 years — the scope of the subject has expanded to embrace exciting new activities particularly in the field of design. But even this did not significantly enhance the status of the subject and the numbers in CDT teacher training remained low.

By 1977 there was thought to be a 9 per cent short-fall in teachers and no immediate prospect for improvement. Meanwhile, teacher unemployment was growing. So it was decided by Shirley Williams, then Secretary of State for Education, that a teacher retraining scheme might do something to solve both problems.

At a rate of about 170 students a year the retraining schemes have been launched through 13 institutions and by next year almost 1,000 students will have completed the course. With only a few exceptions, it is reported, the "retrainees" have been successful in finding jobs.

But while in employment terms the results are good, it can be a different story when one talks to the advisers and heads of department on the receiving end. Head teachers

have not always made sufficient allowance, it must be admitted, for the fact that the new teachers' limited experience cannot be compared with that of someone who has completed the four year CDT training. Of course they are all trained teachers so their basic classroom skills are thought to be reliable but when confronted with a year's syllabus they have often been seriously short of knowledge.



A woman teacher in the workshop. No longer such a rare sight.

Normally there is a need for specially-intensive induction training and support but this may be easier said than done. "I'm having to spend two nights each week coaching my newly appointed retrained teacher," complained one head of department, "and frankly it's all becoming a bit of a strain".

The original idea was that initially only the more junior classes — the first and second years — would be taken by retrained teachers. In practice of course it has not worked out that way. As posts have become vacant it is not always possible to redesign time-tables and hence many of them have been taking exam groups from the moment they start. As one adviser in a major authority said: "All of my retrained staff, without exception, are taking classes at every level".

Although there are teachers from virtually every subject on the retraining course (including ironically some from mathematics, itself a shortage subject) by far the largest group are those from art and design. Their practical training and skills give them a distinct advantage over those with purely "academic" backgrounds and this has made them favourites amongst recruiters. One interesting result of this has been the unexpected high proportion of women (50 per cent) on the courses. CDT has traditionally been an almost exclusive male preserve and the arrival

of so many women is being warmly welcomed.

Indeed even the sceptics agree that this has had a beneficial effect on the subject. For example, much of the training for CDT in a positive way New approaches are being brought by them to the teaching of technology drawing and their pupils are developing an awareness of colour and light which they might not have received from more traditional teachers. Indeed as one teacher said, "To could almost say that there is a service training going on of the old teachers by the retrained ones whose graphics are concerned".

This, taken with the influx of women, is helping to change the image of the subject in schools particularly where girls are concerned. The presence of more female teachers, it is felt, should go some way towards encouraging more girls to take up the subject.

Unlike maths and physics, where there are insufficient teachers to large numbers of pupils, CDT needs to increase the numbers of both teachers and taught. Candidates at A level remain sparse and until the subject achieves greater popularity there is no possibility of getting on four-year trained teachers. Although it is a clear feeling amongst many involved in CDT that students should move away from the conventional trio of maths, physics, and chemistry (or double maths and physics) into a selection which includes CDT. Whether this will happen remains to be seen but more widespread recognition of the subject for university admissions purposes would make the situation much easier.

The question remains however whether these "crash course" retrained teachers are the best qualified to help fuel such a "lift-off" popularity. It must be said that no observers consider that the scheme should be discontinued next year, but even as a temporary expedient it has been less than ideal.

On the other hand the prospects of the scheme argue that the retrained teachers need more time at school before they can be fully judged. In any case they will have plugged a vital gap at a time when the subject was suffering from a deep shortage. "Oh, I supported retraining scheme and still do," said one i.e.a. CDT adviser, "but only a short-term measure. I really don't think that it will be necessary next year". Perhaps these retrained teachers will share the fate of the "volunteers" in time of emergency — they'll be needed and accepted by the "professionals" — but never liked.

From script to wall

Roy Hill on the Nene College poster project

A perennial problem in design education is how to make students' work relevant and realistic. Merely to produce a poster as an exercise can be arid. Nene College, Northampton, has devised one solution which might well be used in other areas — all the posters and programme covers for the local retraining theatre are individually designed by students as part of the fourth year Graphics course.

So, throughout the year, there are 75 examples of students' work in public places which, obviously, has many benefits. Mick Eason, who designed the poster and programme cover for "On Approval" said: "It hit me when I was standing in the bus-station. There on the wall for everyone to see, was my poster". He also said that producing the poster had given him a better understanding of all the processes involved.

John Holt, who is responsible for co-ordinating the poster programme, defined these processes. "First of all, it gives the student insight into the relationships between a professional

designer and his client. He has to work closely with the theatre's representative. He also has to work out a time schedule and, with no let-outs, keep to the deadline — printers and clients will not wait. The poster must also keep to the technical limitations. Occasionally, we can persuade the theatre to pay for a four-colour job, at other times the student will be restricted to just one colour. Budgets are an essential part of a job".

Another very important aspect from the college's view is how the poster project fits into the teaching programme. All fourth year students in the diploma in graphic design course have to produce a poster so that the retraining theatre posters fit into the course as a whole. When, as it is hoped, the diploma course moves over to the DATEC Higher Diploma, it will become an integral part of the course.

The scheme started some six years ago when the set designer of the theatre was responsible for producing the posters. For one of his ideas he needed a specialized piece of

equipment which the theatre did not possess but which was available at Nene College. So he contacted the college's school of art and design and made arrangement to use the facilities. John Holt was given the responsibility of helping the set designer and like all good teachers he immediately sensed the possibility of student involvement. At first, this consisted merely of the student operating a piece of equipment. Then, when John was able to get permission to submit a trial poster. From that has grown today's system.

This system involves the student being given the script with possibly the director indicating some ideas about the atmosphere he will intend to create in the play. Naturally, these suggestions are sometimes very bazy. After all, a retraining theatre has far too busy with immediate production to have too much idea about the future. So the student is given a script on a Monday and expected

to produce some fairly firm sketches by Wednesday. After discussions with John Holt and the other lecturers, a colour rough will be made to show the client, by the Friday. It is at this time that amendments and last minute copy changes can be made. When the client is completely satisfied, the colour separated art work is produced by the student and given to an outside printer. At the moment, the links between designer and printer are being strengthened and it is John Holt's aim to establish a system whereby the student follows the process of printing. This has occasionally happened with very definite benefits for the student concerned but it would obviously be best if every student could be involved throughout the whole operation. In that way he would learn a great deal

about the technical limitations. There are, of course, problems. On one occasion a student had worked hard to meet the deadline. The poster advertising "White Cargo" was ready for the printers. Unfortunately, for some technical reason, "White Cargo" was not to appear. Instead, "Staircase" was taking its place. But the deadline was the same. So, there was a rush job — and with a bit of give and take the posters for "Staircase" went out.

There is also the technical problem involved in adapting the poster design with its landscape format to the portrait format of the programme cover. Theatre goes appreciate an indication of the play's atmosphere as they wait for the curtains to open. Finally, and what better place to finish than with student satisfaction. There is the strange, fierce joy of creation: "There, on the wall for everyone in Northampton to see, was my poster!"

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Andrew Thompson from The Royal Theatre, John Holt, graphics lecturer and Mick Eason a fourth year student

From script to wall continued

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extra Undeveloped dimension

Sally Festing discusses the broad front of design education with Professor Bruce Archer

Professor Bruce Archer from the Royal College of Art's department of Design Research, has a clarity of vision that reduces the twists of history to a series of intelligible curves. Since C. P. Snow accused British education of excessive bias towards the humanities, the sciences have jumped in, bright-eyed, to claim recognition. But the scales are still weighed unevenly against the applied and practical arts, he says. It is a balance the design education movement is struggling to redress.

By and large, Archer feels, people are aware of and cater for our literate and numerate capacities. Not so our visual educative potential which remains dismally undeveloped. He even attributes part of the reason for Britain's economic failure to the small number of people in high places with a fully trained ability to visualise, transform and externalize. After all, this is the raw stuff of imagination and they are the builders and planners of the future.

Naturally there have been advances among the design orientated subjects. For instance, largely due to the endeavours of John Swain HM Inspector, within the inspectorate a revolution has occurred in what was once called handicraft. Traditionally male dominated and geared to skills rather than to invention, it took a good look at itself, made concerted efforts to become instilled as an examinable course, and emerged under a vigorous new label as CDT.

Because it is able to link what it is doing in schools fairly obviously with the requirements of real life, CDT's ongoing image appeals to employers in industry. While art remains slightly aloof on an academic shelf, CDT can walk with the hall.

Yet CDT remains the old handicraft, galvanized to a more dynamic form. Anyway, Archer is convinced, the message behind all design education

is essentially the same. Just as science is about the explanation and demonstration of rules, and chemistry, biology or physics are alternative routes to the same set of truths; so are art, home economics, environmental studies, dance-drama and CDT, different manifestations of the same process.

All bring together knowledge, judgment and skills in making decisions, all rely on the ability to visualise and project before developing new ideas and applying results. If the design front is to move forward in unison, what is needed now is a corporate body to house and promote its separate disciplines from under the same roof.

CODATA is CDT's well-organized lobby. If it were to join forces with the more recently initiated CADA (Confederation of Art and Design Associations), they might give birth to a national design-orientated body. But even then, they would not represent dance-drama, home economics or environment. In fact home economics is in the slightly confusing situation of dual allegiance.

Some teachers ally with the sciences on account of the scientifically based parts of the syllabus like nutrition, while others are delighted to join the design faction because it gives credence to the more creative side.

The Royal College's three year old Design Education Unit has been set up to formulate and develop new theories and practises. Twelve teachers and lecturers from the relevant disciplines spend an initial full time year learning curriculum theory and a second part-time year consolidating their experience. Exploiting knowledge from colleges of education and backed by the studies of scientists, philosophers and computer specialists at the Department of De-

sign Research, they are also on the receiving end of new ideas being circulated and retested on the delphi method of investigation by 47 curriculum development groups scattered throughout Britain.

One important principle is that the development of educational practice should take place from the grass roots upwards rather than the other way round. A number of Schools Council projects have been expensive failures because they implied there was someone at the top in possession of a bundle of knowledge. Information and ideas passed down in this way are used raggedly by teachers who are disabled from making a personal contribution. It is teachers' own initiative and sensitivity that decides whether ideas are successful.

Chomsky realized we are born with a certain capacity of the human mind, a predisposition that allows each infant to learn and adjust to language. In the same way, and just as firmly imbedded, the design people say, is this ability to make use of the physical structure of the world around us. The Montessori and other branches of education have understood this for a long time but their work has not been continued beyond pre-school and infant teaching, so development stops at the age of seven.

The Design Council's Keith-Lucas report released a year ago, called for design to be an essential part of the education of all children up to 16, suitable as a career basis in design subjects and a general opportunity to develop talent. Good courses, more qualified teachers, especially women, better facilities in schools, stronger links with industry and with further education were other recommendations.

At the moment there are some schools where the entire curriculum is based on the three legs of the educational stool, humanities, sciences, and art and design subjects. But there is still a long way to go and Professor Archer thinks it is going to take every intelligent teacher's concerted effort to get anywhere.

The design movement must be seen to embrace all its constituent disciplines, which must, in turn, feel equally supported; and all must be prepared to demonstrate their practical application to the economy. This is not asking art teachers to throw out old ideas any more than chemistry teachers lose out by sitting under a science umbrella.

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Microelectronics and school technology

By Colin Terry

Microelectronics is transforming the commercial and industrial scene and the expansion of applications will inevitably continue to accelerate. It is obvious therefore that all young people likely to find employment in industry or commerce at any level would benefit from exposure to the new technology.

The present high level of unemployment due to economic recession and the threatened high level due to the widespread introduction of microelectronics should not cloud one's vision. The majority of people will continue to work for their living and it would be unwise to become too preoccupied with the idea of education for leisure so enthusiastically discussed by some educators.

Every child in school should be given the opportunity to become familiar with the new technology. They may not all use this knowledge in their work, but many of them will, and it is an important part of their understanding of the world in which they will be living. Every school should have adequate facilities to do this. In most general terms, pupils from all ability levels should have access to computers and wider use made of the computer as a teaching aid in all subjects. In this way, young people can gain confidence in the use of this most powerful tool. Even in today's economic climate, such provision is not beyond the resources of most schools; it is essentially a question of priority.

More specifically, industry's needs for technician grade staff in the instrumentation and electronic field have grown considerably. The shortage of these skilled workers has been a great embarrassment, particularly in the process industries where

microprocessor control applications have expanded rapidly. Technology courses in schools can provide pupils with the basis of a good open-ended career in the expanding electronics industry.

Courses which include basic logic concepts and microprocessor control applications with generous quantities of "hands-on" work seem most desirable. Simple "one board" microprocessors can be purchased relatively cheaply (less than £100) and provide an excellent basis for the practical aspects of the course. Courses of this type for children of moderate ability are a good way of improving what can be a dull syllabus, and many seem to show previously hidden abilities.

Industry is suffering a growing shortage of professional engineers with the skills needed to design and implement microcomputer systems. Programming microprocessors for dedicated applications need different skills to those of traditional computer programming. The work also often requires considerable engineering knowledge of a non-electronic nature in order to tailor the microprocessor to the equipment or machine of which it is to become a part. It is essential, therefore, that the education service provides the resources to match the rate at which microelectronics is changing both industry and society.

Of course, all educationists are aware of the difficulties involved in introducing curriculum change on anything other than the smallest of scales. These problems become particularly acute when the change involves the addition of new material for study to an already overcrowded syllabus or the addition of a new

subject area to an overcrowded timetable.

If in addition the new material or subject involves financial outlay over and above normal capitation allowances, then the chances of successful introduction become remote. This is the case with microelectronics. There is little difficulty in immediately providing arguments for the introduction of microelectronics into the curriculum; the miracle of providing the mechanisms for its introduction is more difficult.

One approach which has been successful has its origins in the establishment several years ago of a mode III CSE/O level course in technology. The original course was established through close cooperation between local industry, the local education authority and the inspectorate, with the initial finance from all three sources. With the later help of funding from the Schools Council (as a local curriculum development project) a modular 2 year course was established with a common CSE/O level system of examining.

The original course relied heavily on resource material produced by the various Schools Council technology projects and at present involves about 300 children in 11 local schools. Once the two-year technology course had been established through moral and financial support from local industry, it was essentially the modular nature of the course and the "problem-solving" approach used in teaching technology that provides the background for the introduction of microelectronics.

A complete and relatively self-contained module is concerned with introduction of microelectronic control. The presentation of material follows logically from other modules that make up the course, in particular units on electrical and electronic control using transistors in a variety of switching operations.

Pupils are first introduced to logic circuits of various types, binary arithmetic and simple "memory" devices using specially constructed logic boards. After a substantial amount of "hands-on" activity in this area the pupils readily progress to the use of a microprocessor which has the capability of controlling simple external devices. In order to provide as logical a sequence of development as possible extensive use is made of the "Welwyn" microprocessor in which program instructions and data are fed into the machine in binary code by means of two-way switches with light emitting diodes to display the state of each switch. Pupils commence by performing simple arithmetic computations (in binary) and towards the end of the module they are able to produce simple programs to control, for example the speed of a motor or the operation of a relay using the input/output ports of the microprocessor. At present work is in progress to produce pupil assignments which use readily available microprocessors such as the Acorn system 1 with hexadecimal keypads. It has proved essential, however, to include the Welwyn microprocessor as a "bridge" between the work on logic circuits and the more advanced use of microprocessors such as the Acorn.

Much development work remains but the progress made relied on the prior existence of a mode III course in technology and the modular nature adopted for the course. The course in turn relied heavily on support from local industry. It was essentially what employers wanted and they aired their opinions at school and local authority level. Without this support the scheme would have failed.

*Welwyn Electric Ltd, Bedlington, Northumberland.

Colin Terry is Project Coordinator with the N. Wales Technology Group, University College of N. Wales, Bangor.

The Crafts Council in adolescence

By Isabelle Anscombe

The Crafts Council is about to enter its decade. It started life in July 1971 as the Crafts Advisory Committee, set up to advise the then Minister with responsibility to the arts on the needs of the artist craftsman, and became the Crafts Council in May 1979.

From the start its brief rested on the rather ill-defined and, occasionally, hotly debated term, the artist craftsman. In spite of the evident appreciation by the public of the overall style of craftwork, or art-craft, no one has succeeded in identifying and classifying this flourishing breed.



Victor Margrie, Director of the Crafts Council

Victor Margrie, the CAC's first secretary, now Director of the Crafts Council, and himself a potter, believes that the Council's most important accomplishment has been to change the climate of opinion with regard to crafts. This he has achieved in a creative and imaginative manner - although in comparison with many a governmental body, and with hindsight, his approach has been refreshingly straightforward.

In 1971 the CAC's grant for England and Wales was £45,000; over 11 years it has grown steadily and this year reached £1,400,000. Within its first four years the CAC organized exhibitions, one, launched *Crafts* magazine, opened its own gallery in Waterloo Place, London followed the next year by the brilliant decision to inaugurate a small craft shop in the lobby of the Victoria and Albert Museum, founded its own permanent collection, which now numbers 600 objects, and established the Crafts Council Index, also housed at Waterloo Place.

The Index is a simple slide library, arranged in large sliding racks, which allow a student, shop owner, journalist or potential client an easy appraisal of what kind of work is available. Individual names and addresses are given on request and also listed, with illustrations, in the book *Makers*, which is constantly updated. While photographs cannot replace the indispensable link between craftsman and patron and provides a sensible, matter-of-fact starting point for the otherwise slightly intimidating process of commissioning.

In January 1982 the extended galleries at Waterloo Place are to be opened, giving three times the present exhibition space, with a permanent show of a selection from the

Crafts Council collection and a large reference section and bookshop.

The emphasis for the future is orientated towards the public, with more exhibitions and more information made available. Over the last 10 years the success of companies such as Laura Ashley and Designers Guild, of local craft shops and the increasing interest paid by collectors both in Britain and abroad to the work of potters such as Bernard Leach or Hans Coper shows that a wide section of the public has responded unequivocally to the call of tradition, care and wholesomeness which encompasses the crafts, but which is now perhaps increasingly at odds with the exclusivity, theatricality and expensiveness of the art side of craftwork.

One of the Crafts Council's first and most central policies is the award of grants directly to craftsman. This ensures the constant close association of active craftsman with the workings of the Council, in selecting and administering the grants. Initially, the Council concentrated on the young, subsidizing training or the foundation of a workshop. A little later a bursary scheme was set up to enable the established craftsman to take time off to undertake research or develop a particular theme or idea. Bursaries are now awarded bi-annually and the were made in January last year of £2,800 each.

Victor Margrie accepts that the Crafts Council exists to promote the categories of work - that made for pleasure and functional use, and that made to solve aesthetic problems - exhibit a high level of technical expertise. The Council has a responsibility to give both practical help to raise standards of creative expression. Crafts Council support inevitably creates confidence in a particular product; a craftsman may be the subject of an exhibition at Waterloo Place which is reviewed by the general press and *Crafts* magazine, have his or her work sold at the V and A Craftwork gallery or perhaps have a place in the collection of a public museum. It is this area of the crafts which may lead to a difficult adolescence for the Crafts Council.

That a pot by a working potter can fetch more than £3,000 at auction is a sign that in one area the Crafts Council has succeeded in its aim of educating the public as to the value of the work of the artist craftsman, an aim which began by placing crafts in the context of the V and A Museum.

It is, however, a difficult decision to make as to if, or when, responsibility for living artists should be entirely handed over to the art market. It may be that the future Crafts Council will concern itself less with the sometimes suffocating glamour of the artist craftsman and even more with craft opportunities for the unemployed, conservation and the welfare of the plain craftsman doing their own original work.

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One of the humanities?

R. F. Dearden on the philosophy of education

Making Educational Decisions. By Robert E. Fitzgibbon. Harcourt Brace Jovanovich £7.75. 0 15 554621 X.

The Philosophy of Schooling. By Robin Barrow. Wheatsheaf £15.95. 0 7108 0105 X. £9.95. 0100 9.

Education, Society and Human Nature. By Anthony O'Hear. Routledge and Kegan Paul £7.95. 0 7100 0747. £3.95 0748 5.

There are on the market several texts which either are explicitly intended to be introductions to philosophy of education or can be used as such. These books add three more titles to that range. But in spite of claiming to be introductions to the same subject, each of them contrives to be a very different book.

Fitzgibbon's *Making Educational Decisions* differs not only from the other two but also from every other introduction available. The book is basically concerned with the formal features relevant to thinking clearly and intelligently about education, and that is both its strength and its limitation. It consists of 15 chapters divided into four parts and is presented in an instructional mode complete with test exercises, or "homework assignments", and suggestions for further reading.

The first part gently leads us to some useful elementary clarification concerning propositions, beliefs and truth. Part two is a selection and application of the most useful parts of a fairly traditional view of logic. Deductive and inductive arguments are considered together with some common fallacies. This leads to a suggested procedure for assessing educational arguments in terms of their structure, truth and strength.

The next part offers a method of assessing ethical theories in terms of their implications and supporting or counter arguments, while the final part looks at decisions relating to the matter and manner of education, again very formally.

The value of this introduction turns on the importance of formal features in decision-making. In my view its most useful contribution is therefore its second part, on logic. But in any event the book cannot be regarded as an introduction to more than one aspect of philosophy of education. Even concerning that aspect it is to a degree misleading in its didactic unaware-

ness of controversy, as is very apparent if one compares it with, say, Toulmin's *Uses of Arguments*. Barrow's *Philosophy of Schooling* is not only another introduction but another one by him. The reference to schooling rather than education in the title relates to his contention that schools should be concerned with much more than education, which he sees as a primarily cognitive matter of breadth and depth of understanding. Schooling is concerned with education, he says, but also with socialisation and with vocational matters.

The six chapters of the book discuss the nature of philosophy, schooling, control and authority, curriculum, morality and religion, and some questions concerning methods. Barrow argues that philosophy is very important not just for a few academics but for virtually everybody. He has therefore tried to write a book that will have the widest possible appeal to all concerned with education and also one that will help to secure a place for philosophy on the curriculum itself.

Barrow conceives of philosophy as an activity of examining the validity of arguments and of engaging in conceptual analysis, often of "one's own" concepts. This analysis is in turn seen as an examination which goes beyond dictionary definitions but which rests upon introspection and usage. Philosophical competence is argued to be a matter of developing a certain power of discrimination, and a capacity for avoiding conceptual muddle and for recognising different sorts of question.

In what sense is the result an introduction? It tackles a fairly wide agenda of topics, but has very little to say about other people in the field. What Barrow chiefly does is vigorously and assertively to pursue his own line of argument on a range of questions, displaying for modelling by others the particular sort of philosophical competence which he describes. The result is provocative, openly controversial but altogether confident in his claims as to what philosophy is. Barrow himself can scarcely be blamed for the excesses of his publisher's blurb, but the latter is merely embarrassing when he claims that the book "really does offer a thorough and deep introduction to philosophy". It most certainly does not do that.

O'Hear's introduction also contains six chapters. His topics include

various conceptions of education, learning and teaching, the curriculum, moral education and the relation of education to society. He relates these educational topics to mainstream philosophy and at the same time develops a unifying theme of his own. Of the books, I think that this one has the best claim to be an introduction. It is doubly so in that as well as showing how philosophy can have a bearing on education it also serves to show how educational problems can provide a way into philosophy, which for O'Hear is clearly not a highly technical glass bead game but is one of the humanities.

As a newcomer to the subject would probably expect him to be, O'Hear is primarily concerned with giving a systematic exposition and justification of the aims of education. He particularly wishes to defend a view of liberal education as centred on the disciplines and as preparatory to living in an open society. In spite of making numerous criticisms of Hirst, what emerges is in many ways rather Hirstian in content if not in justification. The counter-theories that knowledge is a unity is discussed in connection with Quine and Popper, the two cultures debate and the nature of the social sciences.

There is some interesting discussion of the criteria for crediting a learner with having understood which is related to the work of Wittgenstein, Hamlyn and Quine. Moral education is seen not as a specific subject, nor as a matter of the rational analysis of principles, but as a matter of developing a shared humanity, or sensitivity to the rights and feelings of others. Equality of opportunity occupies much of the final chapter.

Any introduction to a subject is bound to be something of a compromise. If O'Hear has noticeable weaknesses, perhaps two of them might be a timeless disregard for such currently urgent but still general concerns as the relation of schooling to work and accountability, even state control. Work does get a mention but O'Hear is clearly not excited by the issues arising there. The second possible weakness is that his own linking thesis is a fairly derivative one. The main strengths of the book are its interesting connections with mainstream philosophical argument and its generous conception of philosophy as one of the humanities.

Harry Rée

Care without control

An Ordinary Place: The Stone House, Community Work Approach to Disabled People. By Bob and Linda Tuckey. NFER/Nelson £5.50. 0 85633 226 7.

The message which comes over strongly from this little book is simple but seldom heeded: One Gram of Humanity is worth a Kilo of Professionalism. The authors shoot a powerful bolt of arrows into the fat and smooth bodies of the caring professions, and although they show tact and understanding, the penetrating power of their missiles will surely be felt by those which the Lil-

Here, in about 100 pages, is a vivid description of what is probably, and unfortunately, just a one-off excited official and carried out by a couple of sensitive and practical people. The Stone House is a place in Corby where physically handicapped

adults, most of them between 16 and 60, are offered something to do in the daytime and evening not only in their own disabled people as in most day care centres, but with a lot of ordinary people who go there for companionship, mutual help, and to take part in "meaningful and pleasurable activities".

There is for instance no "trained" cook - anyone who feels like it, whether handicapped or not, gets involved in preparing meals and snacks for whoever happens to be there. The minibus isn't used just to take a group of disabled on a special outing, but takes them and their friends or family down to the pub, the supermarket or the bingo hall. Sensitive assumptions are made about the ability, and the right, of disabled people to make their own small, as well as big, decisions; for instance, it is they, and not some "organizer", who tell the minibus driver where they want to go. Local authorities, and other agen-

cies devoted to helping the handicapped, all too often limit their experience of life by segregating them. There is also a tendency for tidy minded authorities to put the physically and mentally handicapped into the same boat, displaying a strange lack of tact. Sometimes this policy is acceptable, but as a general rule it can be hurtful and insulting.

This book will delight those who are looking or working for a more humane approach to any minority group at present confined and segregated, often by well wishing but myopic professionals; it may even bestir some of these to looking on the community as possibly the best resource we have for "habilitating" the handicapped. In this way we can be reminded that the handicapped are people before they are handicapped, and that often they have a contribution to make to our well being as much as we have to theirs.

Harry Rée

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The Complete Clerihews of E. Clerihew Bentley. With an Introduction by Gavin Smart. Oxford University Press £5.95. 0 19 212978 3

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tion pages in half-a-dozen periodical in fact yields a substantial catch quite the equal of the best of Bentley - such as Oxford contemporaries and forty here collected. Bentley himself, according to son Nicolas (whose deft, pointed illustrations are used here, together with some appallingly crude and ineffectual ones by G. K. Chesterton) was a well-read though otherwise philistine semi-

alcoholic hypochondriac who compounded his disappointment at not capturing the worldly success of such Oxford contemporaries as John Buchan and F. E. Smith by becoming chief leader-writer for the *Daily Telegraph*. There's a clerihew in that somewhere!

Martin Fagg

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edited by G. Th. Pavlidis, Department of Psychology, University of Manchester, and T.R. Miles, Department of Psychology, University College of North Wales, Bangor

The interdisciplinary nature of dyslexia is clearly reflected in this book. Psychological, neurological and educational knowledge of the field is presented by internationally acknowledged experts.

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Out with the lads

Frances Farrer on a late-night series for teenagers

CHILDREN'S TELEVISION

Going Out
Six-part drama series produced by Southern TV for the network Times according to region, mostly midweek after 11.00 p.m.

"How are you getting on with Jules then - getting anything?" is a typical *Going Out* question. "Nearly," is a typical reply. *Going Out* is about 16 year olds who are interested primarily in each other, secondly in their parents, and thirdly in jobs or further education. Phil Grange Hill Redmond, who wrote the series, has captured their priorities as well as their language.

The series creates characters who one can like very much from an age-group widely held to be exceedingly threatening. The 16 pluses, apparently, are not only not scary, but their lives and concerns make good television without recourse to murders, car chases or scandal.

The six episodes cover six weeks in the summer of six main characters who have left school and are hanging about wondering what to do. The four boys are all trying to be Jack the Lads while the girls represent two current female stereotypes: Gerry is the human doormat while Cathy is her own woman, and the only one in the group, in the end, to find a job and get away from the aimlessness. She gets work in a hotel in Jersey, which means she has to chuck her boyfriend, Sean. "There's nothing for us here," says Cathy to an uncomprehending Gerry. "Not if we start getting involved."

And indeed there isn't much for them except to get involved and

hang about in pubs and coffee bars and make jokes and keep out of the way of their parents. Sean's mother goes on about holidays in Cornwall and chases. Dikey's father throws clattering objects out of the front door after him, rather like the Duchess's cook in *Alice in Wonderland*. The kids understand the second situation better than the first. "Dikey only drinks because of his dad", they remark sagely.

Men and boys get a very much better deal from *Going Out* than women and girls do. Female characters are heavily outnumbered and the boys initiate all the action. The girls get one or two scenes in which they show themselves to be very knowing (intuitive), but it isn't enough.

From practically every other angle *Going Out* excels. Its late night slot is a disgrace. *Of course* kids use four letter words as part of their everyday speech, and try to get laid, and achieve it, and form gangs, and even nick the occasional bottle of wine. Where do programmers live that they don't know this?

There have been suggestions that to show such behaviour at times when the people portrayed could watch it, might have a bad influence on them. In other words, kids must not look in the mirror. Is the image so dreadful? It seems very odd to make programmes for a specific audience and then prevent that audience from seeing the programmes. This refusal to accept young people as they are must be one of the biggest contributions that adults make to the generation gap.

● Above, Roger, Dikey, Sean and Sammy at the end of term disco.

French on Tuesdays

Brian Hill reviews this term's language provision

This term no fewer than four French series are being broadcast on Tuesdays. Admittedly *Rendez-vous France* (9.53 BBC) and *Encounter France* (9.55 BBC) may have a slightly different audience from *Dés de début* (14.14 BBC) and *Action Télé 1* (11.39 ITV), but few language departments are likely to have sufficient videotapes and recording resources for all the programmes. Hard choices are having to be made, which, with different scheduling, could have been avoided.

The main clash is between the BBC's *Dés de début* and ITV's *Action Télé 1*, though we are constantly assured that careful joint planning takes place. They are both for the same age group; they are produced in modular format, practise similar functions such as asking the way and ordering things; contain documentary film with French people in everyday situations and use graphics for highlighting key words.

One difference is that *Action Télé 1* has been re-worked since it was first broadcast last year, and this updating process has become an interesting and useful feature of ITV's approach. Some new sequences have replaced those that did not work well and others have been slightly shortened.

It is a pity, however, that, although the new teaching book is infinitely better than last year's, there are still a number of aggravating discrepancies in the sequence in programme two where Isabelle shows us around her town, there are at least ten differences between the broadcast and the text, not to mention inaccuracies such as "le poste" and "l'hôpital". Another quibble here is that the tour was so rapid that phrases such as "voilà le camping" and "la piscine est là-bas" were over before we had a chance to make the usual links.

On November 3 a completely new *Action Télé 1* series starts and this looks like being a big success. It has the same aims as its predecessor: building confidence, preparing pupils for graded objective exams and links with the language activities in Mike Buckley's *Action* course, published by Nelson.

Each of the five programmes in the series is divided into four parts. A documentary section follows a school group from Bushey to the Angers area. Most of the commentary is in English but French crops up in a number of natural exchanges.

The group make a mixture of historical and contemporary visits and are treated to some fascinating helicopter shots of the French countryside. We also see them as they make friends with their host families and get involved in some everyday situations.

Then come some scripted studio sketches using the vocabulary and language activities vital to the second year of French, together with demythologising shots or oral exams in progress. The most lively part of the new programmes are the songs and sketches which are great fun, with lots of outrageous situations, zippy tunes and lyrics from the world of advertising ditties.

The book for the series is not helpful, but Thames are issuing, free of charge, transcripts to any teacher who wishes to apply. These are essential for planning classroom use. To obtain them you should just write to Schools Information Office, Thames TV, 306 Euston Road, London NW1 3YE.

Also starting on November 3 is a new Spanish series called *Dicho y Hecho*. Spanish teachers cannot complain that they are neglected by BBC Schools, who now offer as much for them as for their French colleagues.

This series adopts much the same approach as its successful French counterpart *Dés de début*. The programmes are broken up into sections, each of which deals with a single language function. They start with talking about yourself: "me llamo vivo en" etc., move through such activities as asking for tickets: un billete para... and end with comparing and preferring: me gusta, prefiero.

The content has been kept simple and effective and there are clear indications as to whether a section is meant for speaking, listening or reading. The working of the language is illustrated through role-playing sketches, documentary film sequences and signpost sequences where key words are extracted and reinforced in a number of ways.

Dicho y Hecho is accompanied by an attractive set of teachers' notes distributed by CIT, for 95p inclusive of postage. These are available all the year round from 20 Carlton House Terrace, London SW1Y 5AP. There are also plans to produce a resource kit to accompany the series and details of this will be announced shortly.

Briefings

Radio and tv

For schools

Cities (Monday, 9.47 ITV)
A series related to the Schools Council Project "Geography for 16 year olds compare Ashley's City of the centre of Ludlow with Chichester, who lives on a farm a few miles away.

Electronics and Microcomputers (Tuesday, 14.20 VHF4)
"Circuits", a radiovision programme about the timing device in a car, the electronic watch, the conversion of binary information into a digital readout, and the development of a calculator memory.

Politics - what's it all about? (Thursday, 9.30 ITV)
Examines the role of trade unions in society. Have unions become too powerful? Should everyone have the right to strike? Contributors include Lord Scanlon and Bogden Lis of Solidarity and formerly of the P.M. Communist Party.

Days that made history (Thursday, 14.40 VHF4)
Using the "March on Rome" Mussolini's supporters as a starting point, 13 to 16 year olds investigate the causes and nature of Italian Fascism.

Soundtrack (Friday, 9.20 VHF4)
Lower secondary pupils come to concentrate on sounds in a play by Blain Fairman called "The Black Boxes".

Resource Units 11-13: English (Friday, 10.15 BBC1)

"What are you trying to say?" based on a dramatized interview between a headmaster and a parent. Children of 11 to 13 see the interview and facial expressions.

Exploring Science (Friday, 10.15 BBC1)
What is "Energy"? An investigation by 11 to 13 year olds into modern development of power and energy sources.

Documentary Re-run (Friday, 10.15 ITV)

Extracts from Yorkshire TV documentary about L.S. Lowry. Shows Lowry at work on an industrial canvas and records his own art, death, brutality and character.

Open University

The New Governors (Sunday, 8.55 Friday, midnight VHF3)

The first programme in the new "Governing Schools" series, which issues in the 1980 Education Act, the composition of governing bodies, the powers of governors, with Mark Carlisle, Neil Kinnock, director of education and two past governors.

That's the way the money goes (Saturday, 10.35 BBC)

How can you save money on fuel and energy? Brian Trueman visits two showrooms to explain the workings of gas and electricity bills and the concepts of power and wattage.

The Visit (Thursday, 12.50 BBC2)
Governors, including a new parent governor, make a termly visit to the Alderman Hythe Middle School. Special topics chosen for this visit are the building programme, a study of the teaching of English and of pastoral care.

Continuing education

Paint (Monday, 18.55, Wednesday, 18.55 BBC2)

Painter and art historian John Hayward helps both beginners and the more experienced to paint a landscape in wash technique using sketches.

The Past at Work (Thursday, 11.55 BBC1)

This industrial archaeology series analyses how the demand for materials led to a search for new materials, the development of new processes and new transport systems.

Skipping against trouble

Neil Philip on books for handicapped children

Handicapped children are all too often book-deprived children. Two women who have refused to accept this sad equation have jointly won the Eleanor Farjeon Award 1980, given by the publishers' Children's Book Circle for "outstanding services to children's literature". And children, too, they are Margaret Marshall, a librarian and author of *Libraries and the Handicapped Child* (Doubleday £8.95), and Virginia Allen, founder of the International Children's Book Service and co-author of two highly successful books for visually handicapped children, *What's That?* (with Dorcas Woodbury Haller, Collins £3.95) and *Red Thread Riddles* (with Polly Edman, Collins £3.95).

Books for the handicapped are no new thing. Virginia Allen Jensen told me, "there have been books for handicapped children for years and years and years: produced in single hand-made copies for individuals or in institutions. The point is that 'if you are able to mass-produce something you can take more time thinking it out.' She wrote *What's That?* 'because I didn't know I couldn't'.

Trial and error produced a simple story about Little Shaggy, Little Rough and their friends (framed tulle shapes) which ends with that universally satisfying conclusion to an adventure, "something delicious to eat". *What's That?* has now sold 100,000 copies in ten countries so, "I'm glad I was so naive and didn't know it would be such hard work".

Red Thread Riddles was another advance: the text is in braille as well as print. Though the book, Unesco funded, wastes several pages on a poem to Unesco which presumably has little to a blind child as to a sighted one, it undoubtedly fulfils its aim of stimulating a sense of fun, and of shared enjoyment. Sharing is the key to these books; they give pleasure to all sorts of children. Margaret Marshall told of a blind boy

delightedly reading the books to his sighted sister; of sighted children seeing the books beneath their heads; of mentally handicapped children relishing the exciting textures.

Largely because of Virginia Allen Jensen's drive, the Nordic countries are producing more and more books in this area. Collins are about to publish a third story for the visually handicapped, *Roly Goes Exploring* by Philip Newth, a Cotswold man resident in Norway. Margaret Marshall told me, "The visually handicapped child is well on the way to being fairly well served by audio-visual and tactile means. But what's needed now is quality and variety".

"And books for pleasure," interjected Ms Jensen. "Not always something to learn. Though one of the greatest incentives to learning is pleasure."

Other handicaps are less well served, though the appearance in Puffin of a simple language edition of John Burningham's *Cannonball Ship* is seen as a step forward. Again, teachers of the deaf have been adapting books for several years through the Breakthrough Trust, but this is the first commercial publication. The Bodley Head are soon to follow suit. Such simplified versions of popular books, "particularly for deaf children, but for any child who is language deprived," do not replace or devalue the original text but stand beside it, enabling deaf children to enjoy and discuss the same book as their fellows, in a text using a vocabulary and sentence structure they can follow.

Margaret Marshall's *Libraries and the Handicapped Child*, an admirable blend of scholarship and compassion, presents the fruit of years of experience of introducing books to disabled children, broadened by research in 21 countries. With its detailed information, advice, and bibliography it is (like

Dorothy Butler's *Cushla and Her Books*, which Margaret Marshall found "inspiring") essential reading for anyone concerned with handicapped children.

It shows, among other things, the extent to which books such as Elfrida Vipont's *The Elephant and the Bad Baby*, with its things the extent to which books such as Elfrida Vipont's *The Elephant and the Bad Baby*, with its ruminations "rumpety rumpety" refrain, can be used to introduce variously handicapped children to the pleasure of story, and incidentally to develop physical, social and intellectual skills.

In conversation Margaret Marshall emphasized, and in her book demonstrates, the crucial role of the librarian in opening up the world of the imagination and the world of fact to handicapped children. Teachers in special education, or who have a special child in their class, often have the teaching skills but lack detailed knowledge of children's books. "Every teacher must be persuaded or convinced that he or she must liaise with the librarian." As for those librarians whose knowledge of the field is sketchy, they now have *Libraries and the Handicapped Child* to guide them.

The award, given in the centenary of Eleanor Farjeon's birth, was presented at a ceremony in the London Transport Museum by the 1978 winner Joy Whitty. Virginia Allen Jensen had a surprise tucked up her sleeve. Unable to attend next year's presentation, she handed Margaret Marshall a gift for next year's winner. It was a skipping rope, because, as Eleanor Farjeon wrote:

"It's a big trouble, ma'am, there's no remedy against it but to cry."

"Why, yes there is," said the wretched voice. "Ye should skip against trouble, my dear."

Italian tales and a conjurer's tricks

If on a Winter's Night a Traveller
By Italo Calvino. Translated by William Weaver.
Secker and Warburg £6.95.
0 436 082713.

In his native Italy Italo Calvino has long been recognised as one of the great story-tellers of our day. His novels and short stories are only just beginning to reach a wider audience in translation. Now there are three of his masterpieces in paperback and the summer the English translation of his most recent novel, *If on a Winter's Night a Traveller*, appeared in paperback. Also this summer he has written a new libretto to Mozart's unfinished opera "Zaide" which was premiered in the cloister of Santa Croce at Bettignano in Tuscany - a performance which will be repeated at the Riverside Studios in London next January.

Italo Calvino grew up on the Liguarian coast near San Remo, an area rich in legends and folk tales. His stories. He set out by writing a book of social realism as Italy pulled herself together after the war. Realising their shortcomings, he started writing fantasies for his own diversion. The first was *The Cloven Viscount*, part of the trilogy *Our Ancestors* (Picador £2.95). Private Calvino found his true style. His novels are romances rather than always uppermost. They draw from the past, but they are truly fables of our time. His style is light and elegant, but his images and vocabulary are complex, very like the prose works

of Oscar Wilde. His edition of *Italian Fables*, prepared almost three decades ago for Einaudi, is an acknowledged classic. (The English translation is to be published in this country shortly.) The tales of the collection as well as those of Boccaccio and Ariosto form the themes of a number of his stories and fables.

Perhaps the best introduction to his fiction is his version of the *Travels of Marco Polo*, called *Invisible Cities* (Picador £1.25). It takes the form of a conversation between the Venetian traveller and the Great Khan, in which there is a subtle, and typical for Calvino role reversal. The Khan asks Marco Polo to tell of the great cities he has seen which he knows he himself will never see. In the discussion it is he the nomad despot who is the great builder and supreme optimist about the way men will build into the future. The bored romantic adventurer knows in the end only one city, the magic skyline of palaces and churches mirrored in the canals of Venice. Calvino says he always starts with an image, not a thesis, and the story moves from there. In *The Cloven Viscount* (Picador £1.00) the image is provided by two packs of Tarot through which travellers meet by chance in an inn and a castle and tell their own stories and the great legends and dramas of Fraust, Oedipus and Hamlet.

The masterpiece of the genre is the central story of the trilogy *Our Ancestors*, called *The Baron in the Trees* - a work with greater range and depth than the other two in the trilogy. It is the story of the Count Cosimo Piovasco di Rondo who at the age of 12 leaves the family table

in a rage and climbs the elm in the garden never to descend from the trees again. In his remaining 53 years he leads the life of a noble savage, man of letters, revolutionary Jacobin, Freemason and slayer of Barbary Corsairs. The pastiche of the eighteenth century comic philosophy in the vein of Voltaire's *Candide* is handled with perfection. The description of the great natural and artificial forests of the Liguarian coast of the day is superb, as is that of the characters - some sentimental, others charged with the morbid of Fielding or Richardson. As with the best of Voltaire and his English contemporaries the effect is both witty and profound, and whether in the original or English, *The Baron in the Trees* is one of the greatest pleasures in post war fiction.

The pleasures and anguish of reading form the sub plot of *If On a Winter's Night a Traveller*. You settle to read the new Calvino novel, but find blank pages and repeats. You go back to the bookshop only to discover you had unwittingly begun a translation of a Polish modern classic, also incomplete. So it goes on through ten fragmentary stories. In the bookstore, you meet another reader, Ludmilla. Together you fight the international racketeers in counterfeit stories; and the romance with Ludmilla is itself a dialogue on the nature of reading and imaginative writing. (It is an optical illusion in print, with you the reader observing you the reader - hero principal protagonist of the story courting the Other Reader, Ludmilla of the story and defending her from the forces of bibliographical evil; as neat a trick as any by the greatest literary conjurer of our day.

Robert Fox

Thomas Carlyle. Chromolithograph by Ape (Carlo Pelligrini).

The hero himself

Thomas Carlyle. National Portrait Gallery until 10 January 1982. Admission free.

"Of all kinds of pictures the usefullest and most interesting are useful Portraits of Historical Men". Thus Carlyle, moving spirit and early Trustee of the National Portrait Gallery to Lord Ashburton in 1953. The current centenary exhibition is an intriguing collection of "elucidations of the hero's real character" - the hero, this time, Carlyle himself.

Julia Cameron forced her way into his bedroom to plead for a sitting; G. F. Watts mooned around to produce what Carlyle described as the picture of "A delicious-looking mountebank full of violence, awkwardness, atrocity and stupidity". Millais and Boehm were eager to capture the likeness of the Sage of Chelsea.

Like many another hero before and since, Carlyle was, we may judge from these portraits and photographs, well aware of the need to project a strong image. Macleise's early, rather jolly lithograph, was dismissed by the writer as "not at all like". Laurence's glum painting was "meant to be very tragical". Linnell's charming portrait was a bad likeness

too. When it came to Whistler's elegant line Carlyle complained that the finished work was a portrait of his clothes rather than himself.

Amongst these images the long least interesting are useful Portraits of Historical Men". Thus Carlyle, moving spirit and early Trustee of the National Portrait Gallery to Lord Ashburton in 1953. The current centenary exhibition is an intriguing collection of "elucidations of the hero's real character" - the hero, this time, Carlyle himself.

Perhaps our "faculty, our necessity to reverence Heroes when sent" is less strong than when Carlyle gave his famous lectures, but our fascination with the features of important people remains. This exhibition nicely rounded out with portraits of Jane Carlyle and those of the heroes (Goethe, Shakespeare, Frederick the Great et al) who were the subjects of *Hero and Hero-Worship*, satisfies that hunger for "the Truth" we look for in people's faces.

Victoria Neumark

P.G. tips

P. G. Wodehouse, an Illustrated biography. By Joseph Connolly. Eel Pie Publishing £3.95. 0 906008 44 1.

Wodehouse on Wodehouse. By P. G. Wodehouse and Guy Bolton. Penguin £2.95. 0 14 00 5245 3.

"Ethel furnished a proper 'author's study' for him as well: panelled walls, tasteful antiques, even a complete library of leatherbound things, books. He thanked her enthusiastically, but never actually got round to going into the room." Wodehouse writing about another good and delectable aunt like Wooster's Aunt Dahlia? No, Joseph Connolly on P. G. Wodehouse's wife, in the reissue of his biography. Catching the very spirit of the subject it is a happy introduction to P. G. It helps us to see how he was in many ways so

Dee Nelson

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KIRKLEES

Appointment of Head
KIRKLEES JUNIOR SCHOOL
Kirklees, WF1 3JY
Closing date: 15th November 1981

Other Appointments

DEVON

Appointment of Head
DEVON JUNIOR SCHOOL
Devon, PL1 3JY
Closing date: 15th November 1981

Other Appointments

WARWICKSHIRE

Appointment of Head
WARWICKSHIRE JUNIOR SCHOOL
Warwickshire, CV1 3JY
Closing date: 15th November 1981

Primary School Education

Headships

BARNET

Appointment of Head
BARNET JUNIOR SCHOOL
Barnet, Herts. EN5 2JY
Closing date: 15th November 1981

Other Appointments

BARKING AND DAGENHAM

Appointment of Head
BARKING AND DAGENHAM JUNIOR SCHOOL
Barking, Essex. IG11 7JY
Closing date: 15th November 1981

Other Appointments

CROYDON

Appointment of Head
CROYDON JUNIOR SCHOOL
Croydon, Surrey. CR9 3JY
Closing date: 15th November 1981

Other Appointments

BERKSHIRE

Appointment of Head
BERKSHIRE JUNIOR SCHOOL
Berkshire, RG1 3JY
Closing date: 15th November 1981

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Closing date: 15th November 1981

Other Appointments

DEVON

Appointment of Head
DEVON JUNIOR SCHOOL
Devon, PL1 3JY
Closing

Yorkshire Ian Tetley Memorial School, Harrogate

Ian Tetley School is a day and boarding school for physically handicapped pupils. A new scheme of Extended Education for disabled students (17-19 years) has recently been started and purpose built accommodation is currently being built for opening in 1982.

Required for 1st January 1982

1. ASSISTANT TEACHER (Burnham Scale 2/5)

- Responsible for
- Teaching both older children in school and curriculum on the Extended Education Scheme.
 - Co-ordinating and contributing to curriculum development for the student group including Work Experience programmes and leisure time pursuits.
 - Direct involvement in the transition period to further placement of students.

Applicants should have relevant experience and qualifications and be able to work as a member of a multi-disciplinary team. This post offers great scope for development.

2. ASSISTANT TEACHER (Burnham Scale 1 plus S.S.A.)

Experienced teacher with ability in Art/Craft. Additional qualifications and knowledge of external examination work an advantage. Applicants should be in sympathy with the Christian principles on which Barnardo's work is based. Conditions of service broadly in line with Local Authorities. Transferable pension.

Applications to: Mr. J. Tebbet, Assistant Divisional Director (SC), Four Gables Clarence Road, Horsforth, Leeds, LS18 4LB Tel: Leeds 682115.
Enquiries to: Mr. R. Richardson, Principal. Tel: Harrogate 67268.



TES18/00/20

EDUCATION DEPARTMENT Tunbridge Wells Division

Re-advertisement

St. George's School, Penbury Road, Tunbridge Wells

This is a Day Special School, group 6 (a) E.S.N.(M), (mixed) providing for children 6-16 plus years.

Applications are invited from suitably qualified persons for appointment from 22nd April, 1982 to fill the vacancy arising from the retirement of the Head Master.

Application forms and further details (S.A.E. please) of the post are available from: The Divisional Education Officer (S), 39 Grove Hill Road, Tunbridge Wells, Kent, to whom completed forms should be returned by 6th November, 1981.

Previous applicants should re-apply.



TES18/00/10



re-advertisement

HEADTEACHER (Group 4S)

Applications are invited from suitably qualified candidates for the post of Headteacher for Meol Goffa Day/Residential Special School for ESN(S) children, Llanelli.

Application forms and further details available on receipt of a stamped addressed envelope from the Assistant Education Officer (Special Education), Education Department Headquarters, Pibwylwyd, Carmarthen. Closing date November 27th, 1981.

W. J. PHILLIPS, Director of Education, Education Department Pibwylwyd, Carmarthen, Dyfed.

TES18/00/10

SIXTH FORM COLLEGES continued

STAFFORDSHIRE

**EDUCATION COMMITTEE
CITY OF STOKE-ON-TRENT
SIXTH FORM COLLEGE**
Victoria Road, Stoke-on-Trent, ST4 6NR.
Required for January 1982 at the purpose-built, recently equipped Sixth Form College for nearly 1,200 students. A C.A.E. (C.A.E. to E.C.E. COMMUNICATIONS) to be taught in English, Mathematics, Science, and Social Studies. Willingness to assist with extra-curricular activities or other one of the wide variety of branches of sport. This is a Scale 1 post and suitable for either an experienced teacher or a person seeking a first appointment.
Application forms and further details may be obtained from the Principal at the College, to whom application forms should be returned within 10 days of the appearance of this advertisement.
All applicants are asked to note that it is the County Council's view that it is desirable for its employees to be members of appropriate Trade Unions. (120338) 140022

STAFFORDSHIRE

**EDUCATION COMMITTEE
CITY OF STOKE-ON-TRENT
SIXTH FORM COLLEGE**
Victoria Road, Stoke-on-Trent, ST4 6NR.
Required as soon as possible, at the purpose-built, recently equipped Sixth Form College for nearly 1,200 students. A C.A.E. (C.A.E. to E.C.E. COMMUNICATIONS) to be taught in English, Mathematics, Science, and Social Studies. Willingness to assist with extra-curricular activities or other one of the wide variety of branches of sport. This is a Scale 1 post and suitable for either an experienced teacher or a person seeking a first appointment.
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Special Education

Deputy Headships Second Masters/ Mistresses

HUMBERSIDE

**EDUCATION DEPARTMENT
TUNBRIDGE WELLS DIVISION
DEPUTY HEADTEACHER
ST. GEORGE'S SCHOOL,
PENBURY ROAD, TUNBRIDGE WELLS**
This is a Day Special School, group 6 (a) E.S.N.(M), (mixed) providing for children 6-16 plus years.
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Previous applicants should re-apply.

POWYS

**COUNTY COUNCIL
EDUCATION DEPARTMENT
SPECIAL SCHOOL (ENIS)
HEADTEACHER (Group 4S)**
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Previous applicants should re-apply.

Heads of Department

NOTTINGHAMSHIRE

**EDUCATION DEPARTMENT
HEAD OF SPECIAL UNIT**
Nottinghamshire Education Authority are seeking to open the County's fourth unit to provide continuing education for disruptive pupils.
SALARY: Burnham Scale 4.
LOCATION: Newark.
SIZE AND AGE RANGE: 1 unit, of about 16, 6 pupils aged 11-16.
DATE OF APPOINTMENT: As soon as possible.
Candidates must have a special interest in this work. Experience in a special unit would be advantageous.
Further details and application forms available from the Director of Education, Nottinghamshire Education Authority, 100 Victoria Road, Nottingham, N.G.1 1JH. (120339) 140016

WEST SUSSEX

FORWARDING ENIS SCHOOL
This is a Day Special School, group 6 (a) E.S.N.(M), (mixed) providing for children 6-16 plus years.
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Previous applicants should re-apply.

Scale 2 Posts and above

BIRMINGHAM

**EDUCATION DEPARTMENT
SPECIAL SCHOOLS
HALLWOOD SCHOOL**
This is a Day Special School, group 6 (a) E.S.N.(M), (mixed) providing for children 6-16 plus years.
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WILSON STUART SCHOOL

This is a Day Special School, group 6 (a) E.S.N.(M), (mixed) providing for children 6-16 plus years.
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Previous applicants should re-apply.

BUCKINGHAMSHIRE

**COUNTY COUNCIL
EDUCATION DEPARTMENT
TEACHER-IN-CHARGE (Scale 3)**
This is a Day Special School, group 6 (a) E.S.N.(M), (mixed) providing for children 6-16 plus years.
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Previous applicants should re-apply.

BUCKINGHAMSHIRE

**MILTON KEYNES DIVISION
UNIT FOR HEARING IMPAIRED
CASTLE COUNTY FIRST**
This is a Day Special School, group 6 (a) E.S.N.(M), (mixed) providing for children 6-16 plus years.
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Previous applicants should re-apply.

CAMBRIDGESHIRE

**EDUCATION DEPARTMENT
SPECIAL SCHOOLS
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CUMBRIA

**COUNTY COUNCIL
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SURREY

PAX HILL SCHOOL
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WILTSHIRE

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Scale 1 Posts

EALING

**LONDON BOROUGH OF EALING
SPRINGFIELD SCHOOL**
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HAMPSHIRE

CLIFFDALE

**SCHOOL ENNIS
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THE TIMES EDUCATIONAL SUPPLEMENT 23.10.81

QUEEN ELIZABETH GRAMMAR SCHOOL, WAKEFIELD

HEADSHIP OF THE JUNIOR SCHOOL

Will become vacant in 1982 owing to the retirement of the present Headmaster, R. M. Date Esq., MA, and applications for the post are invited from suitably qualified persons.

Applications should be sent before Tuesday November 3rd 1981, to the Clerk to the Governors (from whom further details can be obtained), at PO Box 25, 11 Market Street, Wakefield WF1 1DD, West Yorkshire.

TES13/00/10

LYTHAM SCHOOLS FOUNDATION KING EDWARD VII SCHOOL LYTHAM

HEAD

The Governors invite applications for the post of Head of King Edward VII School which will become vacant on the retirement of Mr. C. J. Lipscomb in August 1982; the successful candidate will be required to take up duty on 1st September, 1982.
Applicants must possess a degree of a British University and have had good experience.
The school which opened in 1908, is an Independent day school for boys (formerly Direct Grant). The Headmaster is a member of the Headmasters' Conference. At present there are 650 boys on roll, including 120 in the Sixth Form and 82 in the Junior School forms.
Salary will be on the Lytham Scale, which is above Burnham. Further particulars may be obtained from the Clerk to the Governors, King Edward VII School, Lytham, Lancashire, FY8 1DT.
Letters of application, accompanied by curriculum vitae, and the names of three referees, should reach the Clerk to the Governors not later than Monday, 18th November, 1981.

TES18/00/10

UNITED WORLD COLLEGE OF THE ATLANTIC South Glamorgan

Appointment of Head

The present Headmaster, Mr. David Sutcliffe, has been appointed as Founder Headmaster of the new United World College of the Atlantic, near Trieste, with effect from August, 1982. The Governing Body of Atlantic College now wishes to select his successor to take up duties in August, 1982 or as soon as possible thereafter.

Atlantic College, founded in 1962 and the first of the United World Colleges, has 350 Sixth Form students on scholarships and bursaries from some 60 countries. All take the International Baccalaureate in preparation for university entry and take part in a wide programme of sea and cliff rescue and community service.

The post is open to men and women of all nationalities. Strong academic credentials, significant international experience and readiness to oversee the College's rescue and community services will be important qualifications.

Full details are available from the Secretary to the Governing Body, Atlantic College, St. Donat's Castle, Llanwit Major, South Glamorgan CF99 7PW. Closing date for application: 30th November, 1981.

TES18/00/10

Priory College - Stamford

Assistant Head

The governors of Priory College - Stamford require a resident Assistant Head for September 1982.

Priory College is an independent, co-educational day and boarding school for 120 children where emphasis is placed on close attention to individual talents and requirements.

Applicants should have teaching, pastoral and some administrative experience in independent schools and be keen to take on many of the duties and responsibilities of a Head. Accommodation and DES pension scheme are provided. Salary, depending on experience will be around £10,000.

For further details and an application form please apply to Peter Aarvold at the address below.

TES18/00/12

Gabbittas-Thring

Broughdon House, 6, 7 and 8 Sackville Street Piccadilly London W1X 2BR Tel 01-734 0161

INDEPENDENT continued

Economics

Other Assistants

SURREY

**CONVENT OF THE SACRED
HEART
WIMBORNE, SURREY CB3 7YA**
Independent boarding school for girls (11-18 years).
Required for January 1982 at the purpose-built, recently equipped Convent of the Sacred Heart for nearly 1,200 students. A C.A.E. (C.A.E. to E.C.E. COMMUNICATIONS) to be taught in English, Mathematics, Science, and Social Studies. Willingness to assist with extra-curricular activities or other one of the wide variety of branches of sport. This is a Scale 1 post and suitable for either an experienced teacher or a person seeking a first appointment.
Application forms and further details may be obtained from the Principal at the Convent, to whom application forms should be returned within 10 days of the appearance of this advertisement.
All applicants are asked to note that it is the County Council's view that it is desirable for its employees to be members of appropriate Trade Unions. (120338) 140022

English

Heads of Department

EDINBURGH

**MERCHISTON CASTLE
SCHOOL**
This is a Day Special School, group 6 (a) E.S.N.(M), (mixed) providing for children 6-16 plus years.
Applications are invited from suitably qualified persons for appointment from 22nd April, 1982 to fill the vacancy arising from the retirement of the Head Master.
Application forms and further details (S.A.E. please) of the post are available from: The Divisional Education Officer (S), 39 Grove Hill Road, Tunbridge Wells, Kent, to whom completed forms should be returned by 6th November, 1981.
Previous applicants should re-apply.

EDINBURGH

**EDINBURGH ACADEMY
ENGLISH**
This is a Day Special School, group 6 (a) E.S.N.(M), (mixed) providing for children 6-16

OVERSEAS APPOINTMENTS CONTINUED

Saudi Arabia ENGLISH AS A FOREIGN LANGUAGE

£12,200-£13,700

Our client, is a major employer in Saudi Arabia. As a result of continuing expansion an additional requirement for male E.F.L. Teachers has developed. Successful candidates will teach Saudi Arab employees in Industrial Training Centres.

Our client seeks candidates with several years of T.E.F.L. experience and you must hold a bachelor's degree. Preference will be given to those who have received formal training in the methodology of teaching foreign languages.

The benefits are excellent and include an indefinite term employment agreement for job security, subsidised food and accommodation, annual leave with return air fare, sports and recreational facilities and an overseas allowance currently standing at £3,000 p.a. There is a possibility of married status after one year for married candidates on bachelor status.

For further details and an application form telephone or write (quoting ref: 8781) to: ARA International, 11-12 Hanover Street, London W1R 9HF. Tel: 01-629 2357/8/9 (reversing charges if you wish).

TES48/00/00

THE ENGLISH SCHOOL

Bogotá, Colombia

HEAD OF PRIMARY

This position will become vacant in September 1982. An international school comprising 700 students of 25 nationalities, situated on the northern outskirts of Bogotá at an altitude of 2800 metres a.s.l. The Primary School supplies its own Secondary School on the same premises. The School is affiliated with International Baccalaureate.

Applications are invited from persons with appropriate qualifications and experience, and should include: C.V., recent photograph, and the names, addresses and telephone numbers of at least three referees. Applicants should include their own telephone number (day or night contact) giving S.T.D. code.

Applications to be sent by mail, to:
John R. Hooper, Headmaster
Fundación Colegio de Inglaterra,
Apartado Aéreo 81284
Bogotá, D.C.
Colombia
South America

Closing date for applications 31st December 1981

URUGUAY

The British School, Montevideo

Requires from 1st March 1982 (or as soon after as possible).

Two Primary School Teachers

Experience in teaching English as a second language would be an asset. Candidates must be willing to help with extra-curricular activities and the ability to coach hockey or rugby would be an advantage.

Salary will be paid on
Burmah Scale 2, with an
overseas allowance of 25%.

At present there is no personal income tax in Uruguay. Free accommodation, return passages, medical insurance and also provided. The contract is for two years, renewable. The school is a co-educational, independent day school and there are approximately 700 pupils aged 5-12. The Headmaster of the Junior School is Mr. D. Smith, M.A., B. Com. For further information and an application form please contact: Peter Aarvold at the address below.

TES48/00/00

Gabbitas-Thring

Broughton House, 6, 7 and 8 Sackville Street
Piccadilly, London W1X 2BR Tel: 01-734 6761

EMORY UNIVERSITY Atlanta, Georgia 30322

Theatre Studies:
Director of Emory Theatre

Rank: Lecturer or Assistant Professor
(Depending upon academic qualifications)

Salary: Commensurate with qualifications and experience. Candidates should combine interest in teaching courses in the history of the theatre and in directing and coordinating active theatre groups. Applicants should send vita and the names of three references to:

Professor Howard Rollins,
Associate Dean
Emory College
Atlanta, Georgia 30322

Deadline for applications: 15 January 1982.

Emory is an Affirmative Action/Equal Opportunity Employer.

TES48/00/00

KUWAIT

The English School Fahaheel

An established independent school with facilities
for 350 children aged 4-11 years

URGENTLY

requires the following teachers for January 1982.

Music Teacher

to teach all classes with ability to organise percussion work, train choirs and present concerts. (A Primary Teacher with piano Grade 8 would be suitable).

Infants Teacher

with experience of 1st year infants for General subjects with enthusiasm for Art and Craft.

Junior Teacher

with upper junior experience.

CANDIDATES single females, qualified in U.K. Aged 28-36. British Nationality. Should have five years' teaching experience. Valid British driving licence required. SALARY AND CONDITIONS: Tax free salary Kuwaiti Dirhams 3048 p.m. plus KD 646 allowance. (1 = KD 0.62 at present). Free air conditioned accommodation shared with one other teacher. Free medical cover. Superannuation paid. One year contract - renewable. Free travel including mid-year return fare to U.K.

Interviews early November. Please reply IMMEDIATELY with full curriculum vitae and photo to: F. J. Smith at the address below.

TES48/00/00

Gabbitas-Thring

Broughton House, 6, 7 and 8 Sackville Street
Piccadilly, London W1X 2BR Tel: 01-734 6761

E.F.L. TEACHER

A leading Saudi Company seeks an experienced E.F.L. teacher to be based in Jeddah.

A degree, T.E.F.L. diploma and at least three years experience in language teaching is essential as is a proven ability to formulate and carry out training programmes on own initiative. The successful candidate will almost certainly have worked overseas before and be married.

A total emolument package in excess of £12,000 is payable together with free, furnished family accommodation, services and a gratuity at the end of a three year contract. Return family airfare is payable yearly and 49 days paid leave is allowable.

A full C.V. should be forwarded to the address below. Those selected for interview (which will be undertaken in early December) will be contacted in due course.

P. Jones-Evans
C.M.B. Associates
FREEPOST
Bramley BR2 9UZ
No stamp required.

TES48/00/00

BOTSWANA

The Botswana Polytechnic, Gaborone, as part of its development programme, requires the following staff:

SENIOR LECTURER TECHNICAL TEACHER TRAINING

Degree or HNC/HND level qualification, Cert. Ed., Industrial and at least six years teaching experience including technical training. To act as course tutor and organiser of the proposed Technical Teacher Training Unit; to teach CGLI 730 to secondary school woodwork teacher trainees, serving Polytechnic teachers and instructors for other institutions.

SENIOR LECTURER BUILDING

HNC in Building or comparable qualification, and FTC in C&I, Trowel Trades or Plumbing. Minimum of six years teaching and five years industrial experience. To take responsibility for all craft level work in the Department of Civil Engineering, assist with the teaching of CGLI 626, Pts. 1 & 2, set and mark examinations, undertake control and maintenance of workshops.

Appointments on contract for 30-36 months commencing as soon as possible.
Salaries: Married c. £11,500. Single c. £9,000. Includes a tax free supplement (currently under review) paid by the British Government under the aid programme. 2% terminal gratuity on basic salary, (from all passages, housing, education allowances and holiday visit passages for children, an appointment grant and interest free car loan are payable in certain circumstances).
Application form and further particulars from the Recruitment Unit, TETOC, 19 Deane Street, London SW1H 0DH. Tel: 01-222 8133 (Quote post & ref. 8PTEB).

TES48/00/00

Tefoc

EMORY UNIVERSITY Atlanta, Georgia 30322

Theatre Studies: Academic Director
of Theatre Studies Programme.

Rank: Associate Professor or
Professor

Salary: Commensurate with qualifications and experience. Candidates should combine excellence in scholarship and teaching, should be interested in developing and directing a programme in Theatre Studies, and should be qualified for tenure appointment in the Department of English or the Department of Modern Languages and Classics. Applicants should send vita and the names of three references to:

Professor Howard Rollins
Associate Dean
Emory College
Atlanta
Georgia 30322

Deadline for applications: 15 January 1982.

Emory is an Affirmative Action/Equal Opportunity Employer.

TES48/00/00

MALAWI

The British Council invite
applications for the following
post:

KEY ENGLISH LANGUAGE
TEACHING SCHEME.

The K.E.L. scheme is part of
British Council's programme of
developing countries under
which 15 par annum dependent on
primary teacher training.

Salary: £9802 (£11,500)
per annum.

Overseas Allowance: £2391
per annum dependent on
salary and marital status.

Benefits: Salary free of tax,
children's education,
allowance and holiday travel
free. Free furnished accommo-
dation, medical insurance, and
other benefits.

Contract: Contract will be
for 1 year initially with an
option to renew.

Starting date: January
1982.

Please write briefly about
your qualifications and teaching
experience, and send three
references to the British Council,
Education Department,
11, Bedford Square, London
WC1R 4EJ.

Qualifications: Candidates,
preferably aged 35-50, must
be UK citizens with a

educational background, but
should have a degree, and
postgraduate qualifications in
English, Applied Linguistics,
and 5 years' teaching experience
in English language teaching.

Salary: £9802 (£11,500)
per annum.

Overseas Allowance: £2391
per annum dependent on
salary and marital status.

Benefits: Salary free of tax,
children's education,
allowance and holiday travel
free. Free furnished accommo-
dation, medical insurance, and
other benefits.

Contract: Contract will be
for 1 year initially with an
option to renew.

Starting date: January
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Please write briefly about
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Benefits: Salary free of tax,
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free. Free furnished accommo-
dation, medical insurance, and
other benefits.

Contract: Contract will be
for 1 year initially with an
option to renew.

Starting date: January
1982.

Administration Local Education Authority

CALDERDALE

METROPOLITAN BOROUGH
EDUCATION DEPARTMENT
WELFARE OFFICER (PO1 1-5)
Applications are invited from
suitably qualified persons for the
above post which became vacant
on 1 January 1981, on the
retirement of the present holder.
Further particulars and ap-
plication forms may be obtained
from the Chief Education Officer,
Calderdale Education Department,
Alexandra Buildings, King Ed-
ward Road, Ilkley, West Yorkshire
LS14 2JF. Closing date: 15 Novem-
ber 1981. (20174)

DONCASTER

METROPOLITAN BOROUGH
COUNCIL
Education Services
ASSISTANT EDUCATION
OFFICER (General Services)
PO2 (3-7) £11814 - £12095

To be responsible to the
Senior Education Officer
for the day to day running of
the department. The post holder
will be responsible for the
development of education
services. Applicants should
be graduates, preferably with
experience in education and
with appropriate adminis-
trative experience.

Assistance with housing and
removal expenses in appropri-
ate cases. Salary user car
allowance.

Application forms and
further details are available
from the Chief Executive
Officer, Doncaster Education
Department, 2 Priory
Place, Doncaster DN1 1JW,
Tel: 01302 25211. Closing
date 6th November 1981.
(20255)

GATESHEAD

METROPOLITAN BOROUGH
COUNCIL
DEPARTMENT OF EDUCATION
GENERAL ADVISER
PO3 (3-7) £11814 - £12095

Applications are invited from
suitably qualified and experi-
enced persons for the above post.
The successful candidate will
exercise a general advisory
role as a member of the
Education Committee and will
be responsible for the develop-
ment of English and Language
Services.

Further particulars and ap-
plication forms are available
from the Director of Personnel
and Management Services,
Gateshead Education Depart-
ment, 2 Priory Place, Don-
caster DN1 1JW, Tel: 01302
25211. Closing date 6th Novem-
ber 1981. (20255)

LANCASHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
Careers Service
TEMPORARY SPECIALIST
CAREERS OFFICER
(1st Assistant)
District of West Lancashire

The Lancashire Careers Service
is seeking a Temporary Specialist
Careers Officer to work in the
District of West Lancashire. The
successful candidate will be re-
sponsible for the provision of
careers advice and guidance to
unemployed persons and school
leavers. The post is for a period
of 12 months, commencing in
January 1982. The successful
candidate will be expected to
attend a training course in the
District of West Lancashire.
Further particulars and ap-
plication forms are available
from the Director of Education,
Lancashire County Council,
County Hall, Chester, Tel: 01244
603324.

Application forms and
further details are available
from the Director of Education,
Lancashire County Council,
County Hall, Chester, Tel: 01244
603324. Closing date 15th Novem-
ber 1981. (21787)

Salary PUI A/R £8081 -
£10581 per annum. Localities
car user allowance.

Application forms and
further details are available
from the Director of Education,
Cheshire County Council,
County Hall, Chester, Tel:
01244 603324.

Closing date 15th Novem-
ber 1981. (21787)

Salary PUI A/R £8081 -
£10581 per annum. Localities
car user allowance.

Application forms and
further details are available
from the Director of Education,
Cheshire County Council,
County Hall, Chester, Tel:
01244 603324.

Closing date 15th Novem-
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Closing date 15th Novem-
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Salary PUI A/R £8081 -
£10581 per annum. Localities
car user allowance.

Application forms and
further details are available
from the Director of Education,
Cheshire County Council,
County Hall, Chester, Tel:
01244 603324.

Administration General

Conference for Independent
Further Education
INSPECTION PANEL

Invites applications from
suitably qualified and experi-
enced persons currently in
Education.

Please write to A. J. Han-
son, 100, Ladbroke Grove, Lon-
don, W2 1NU. Tel: 01-222 2567.

EMPFC
EARLY MIDLAND FURTHER
EDUCATION AUTHORITY
Applications are invited for the
post of SENIOR ASSISTANT
SECRETARY to the above body.
The post will be for a period of
12 months, commencing in
January 1982. The successful
candidate will be responsible for
the day to day running of the
Authority. The post holder will
be expected to attend a training
course in the Authority.
Further particulars and ap-
plication forms are available
from the Director of Education,
Early Midland Further Education
Authority, 100, Ladbroke Grove,
London W2 1NU. Tel: 01-222
2567. Closing date 15th Novem-
ber 1981. (21787)

Salary £9,528 - £10,581 JMC
PO2

Further details and application
forms are available from the
Director of Education, The
Grove, Carshalton, Surrey.
Tel: 01-861 6749.

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Director of Education, The Grove,
Carshalton, Surrey. Tel: 01-861
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Application forms and further
details are available from the
Director of Education, The Grove,
Carshalton, Surrey. Tel: 01-861
6749.

Senior Adviser for Adult Education, Youth and Community Services

Salary: £14,385-£15,513

We are seeking someone with substantial
experience in this field who will also be able to
contribute to the work of the Senior Advisory
team covering all stages of education.

Further particulars and application form
(s.a.s. please) from the Chief Education
Officer, County Hall, Exeter
EX2 4QG, returnable by
6th November, 1981.

